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ABSTRACT

This monograph covers strategies, methods, and practices best suited for infusing career education into the teaching of business. Chapter 1 considers the relationship between business education and career education, including the career education movement, career development tasks, responses of business education, and goals and objectives of business education programs. The remaining chapters address ways in which infusion can take place within business education. Chapters 2-4 concern the three primary components of career education: developing attitudes and values, career exploration, and career preparation. Issues of the first phase addressed in chapter 2 include importance of the teacher, self-concept in career development, life style concepts, work values and perceptions of work, and economic and social awareness. Chapter 3 discusses the career exploration process, need for career exploration, approaches to implementation, career clusters and job families, objectives, and materials and activities. Concerns of career preparation emphasized in chapter 4 include new challenges for business education (overcoming sex stereotyping, and student recruitment), need for business educators to relate to nontraditional and emerging occupations, placement and followthrough, using community resources, and need for instructional innovation. Chapter 5 addresses evaluating career education, including approaches and using the results. Each of these final four chapters concludes with a summary of the business teacher's role. (YLB)

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CAREER EDUCATION IN BUSINESS EDUCATION

3

Strategies for Implementation

by
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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CAREER EDUCATION IN BUSINESS EDUCATION

3

STRATEGIES FOR IMPLEMENTATION

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This publication is one of four in a series of career education materials developed under a contract with the Department of Health, Education, and Welfare, U.S. Office of Education, and is another of the many services of the National Business Education Association. These materials were developed as a part of a project funded at least in part with federal funds from the Department of Health, Education, and Welfare under contract number 300-78-0414.

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Preface

In late 1976 and early 1977, an NBEA career education study committee met in Reston, Virginia, to discuss career education and the potential role of business education in this movement. The group later met with Kenneth Hoyt, director of the Office of Career Education, and participated in a series of mini-conferences sponsored by OCE. This committee then presented a report to the NBEA Executive Board which recommended that NBEA should become a major channel of communication for disseminating information about career education and that a major effort be made to develop an effective delivery system to reach the classroom business teacher. Subsequently, the NBEA Convention in the spring of 1978 emphasized career education and its implementation in business education.

In the fall of 1978, the National Business Education Association, along with six other national professional associations,* was awarded a contract to participate in a national career education project funded by the Office of Career Education of the U.S. Office of Education. The contract was designed to implement a proposal submitted by NBEA entitled "Retraining Business Teachers in the Development and Dissemination of Career Education Concepts in Business Education."

A national task force on career education was appointed to include representatives from all areas of business education. This task force, which guided the work of the entire project, included the following: Lucille T. Stoddard, Utah Technical College, Provo; Merle W. Wood, Oakland Public Schools, Oakland, California; Victor Van Hook, Oklahoma State Department of Vocational-Technical Education, Stillwater; Celestine Mongo, Detroit Public Schools, Detroit, Michigan; Clay V. Sink, University of Rhode Island, Kingston; Marla Peterson, National Center for Research in Vocational Education, The Ohio State University, Columbus; Alton V. Finch, University of Mississippi, University; Calfrey C. Calhoun, University of Georgia, Athens; and O. J. Byrnside, Jr., National Business Education Association, Reston, Virginia.

A number of special activities and publications resulted from this project:

1. A *Classroom Teachers Handbook* containing examples of teaching materials illustrating career education concepts such as occupational and economic awareness, self-image and self-awareness, awareness of work values and habits, human relationships, career decision making, and job seeking and maintaining
2. A monograph, *Methods for Involving the Business Community*, dealing with techniques for increasing communication between the professional world of business and business education.
3. A monograph, *Strategies for Implementation*, covering strategies, methods, and practices best suited for infusing career education into the teaching of business

*American Alliance for Health, Physical Education, Recreation, and Dance; Council for Exceptional Children; National Art Education Association; National Council for the Social Studies; National Council of Teachers of English; and National Science Teachers Association.

4. A monograph, *Current Status and Future Direction*, reporting the results of an NBEA survey of business teachers' views about career education concepts and identifying services and materials teachers need to implement career education
5. A national training seminar and five regional training seminars in career education
6. Four newsletters describing project activities
7. A column in *Business Education Forum* (Career Education Corner) that highlighted project activities throughout the contract.

This project has represented a milestone in the Association's efforts to develop a national program to help members identify needed career education reforms and to provide them with assistance in carrying out needed changes in the classroom. The National Business Education Association extends special thanks to the Office of Career Education of the U.S. Office of Education, members of the task force on career education, and the many others who made major contributions to the success of this project.

Calfrey C. Calhoun
Project Director

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1

The Relationship Between Business Education and Career Education

Many aspects of career education are not new to the teacher of business education. Good business education teachers over the years have been concerned with the total development of their students as individuals; they have taught well those skills and knowledges essential for competent job performance, and they have helped their students gain insights into careers offered by the business world. Career education, however, has given a new kind of emphasis to the importance of the nontechnical dimensions of business teaching along with a renewed emphasis on the importance of having students develop job-related skills and competencies. Career education has caused business teachers to reexamine what they teach, how they teach, and whom they teach. Career education has placed new challenges before the business educator—challenges which can be and are being met in a number of different ways.

Career Education Begins

The launching of the career education "movement" by Sidney Marland, commissioner of education, in 1971 brought before the entire spectrum of education a new concern for the career development of all students.[1] Suggesting that a reform of the entire curriculum was needed, Dr. Marland quickly drew the attention of teachers and administrators from all segments of the educational milieu. The term "career education" was loosely defined, and it was for the most part left up to local school districts to discover its total meaning and implication for program change in their particular circumstances. "Career education" soon became an often-used, occasionally maligned, and frequently misunderstood term which echoed throughout the hallowed halls of academia.

Dr. Marland's initiation of the career education movement was followed by announcements of the "Comprehensive Career Education Models" (CCEM) that were being developed under the skilled direction of personnel in the Center for Vocational Education at the Ohio State University.[2] CCEM I, the "School-Based Model," became one of special importance and significance for many educators. Developmental activities in six CCEM I pilot schools revolved around a comprehensive, conceptual framework for career education —the CCEM I matrix.[3] This matrix, with its statements of goals and desired outcomes, identified challenges for all grade levels and all subject areas in terms of implementing career education. Three years of experimentation and development in the CCEM I schools brought a variety of teaching materials and strategies to the attention of teachers of all subjects and at all grade levels.[4]

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[1]Marland, Sidney P., Jr. *Career Education. A Proposal for Reform.* New York: McGraw-Hill Book Co., 1974. p. 10.

[2]*Ibid.*, pp. 282-84.

[3]*Ibid.*, pp. 101-02.

[4]Miller, Aaron J. "The School-Based Comprehensive Career Education Model." *Career Education.* Third Yearbook. Washington, D.C.: American Vocational Association, 1973. Chapter 18, pp. 241-54; and Walsh, Lawrence A. "The CCEM Matrix and Distributive Education." *D. E. Today.* Fall 1973. p. 11.

A variety of models for career education came forth. These models portrayed in picture or diagram form the basic components and emphases of career education. The state of Arizona incorporated the themes and outcomes of the CCEM I into an impressive and colorful wall chart which, among other things, depicted bridges between the school and the community. The state of Michigan developed its early model in the form of a tree; the model suggested life roles that would be fulfilled by those who complete the career education program and established the occupational life role as the mainstay of the program. The state of Wisconsin developed a pyramidal model and illustrated how knowledge of self, knowledge of the work world, and involvement in career planning and preparation intertwine through decision making to produce an emerging self and vocational identity. Along with the Wisconsin model, a schematic shows how to integrate 16 basic concepts of career development into the kindergarten through twelfth-grade curriculum.[5]

The best known of the models, and surely the most often displayed, is the U.S. Office of Education (USOE) model which uses an inverted pyramid or cone to convey its message. Career awareness, career exploration, and career preparation are the three major components; four-year colleges and adult and continuing education are shown as having some continuing responsibilities for career education. Grade-level responsibilities are shown as follows:

Grades K-6: career awareness
Grades 7-9: career exploration
Grades 9-12: career preparation.

Whatever the models display, there is a substance to them which strongly suggests the meeting of a need long-felt by many. Schultheis observes that "the effects of the career education movement will be much stronger and longer lasting than most other education 'innovations' because most teachers, administrators, parents, and students have believed in the concept for some time, because the concept makes good pedagogical and economic sense, and because we as classroom teachers do not fear the concept."[6]

Career Development Tasks

The "new" emphasis of career education was not unfamiliar to many areas of the educational program. Career development tasks, those tasks performed by persons at various stages of life as part of the process of discovering self and refining vocational pursuits, have been well known to guidance persons and behavioral scientists. A synthesis of the various theories related to the career development process was accomplished by Hansen and others and provides some new kinds of insight into the total concern being addressed by career education.[7] These tasks include the following:

JUNIOR HIGH SCHOOL YEARS:

1. Clarification of self-concept
2. Assuming responsibility for vocational planning
3. Formulating tentative career goals

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[5]Huffman, Harry, and Ristau, Robert A. "Implications of Career Education for Business Education." *Administration and Supervision of Business Education*. Reston, Va.: National Business Education Association, 1978. pp. 47-49.

[6]Schultheis, Robert A. "Career Education." *NABTE Review*. 1974. p. 5.

[7]Ristau, Robert A. *Viewpoints on Career Education*. Ypsilanti: Eastern Michigan University, 1975. pp. 47-49.

4. Acquiring knowledge of educational and vocational resources
5. Acquiring knowledge of occupations and work settings
6. Awareness of decision-making process
7. Acquiring sense of independence

SENIOR HIGH SCHOOL YEARS:

1. Reality testing of self-concept
2. Awareness of preferred life-style
3. Reformulation of tentative career goals
4. Increasing knowledge of and experience in jobs and work settings
5. Acquiring knowledge of educational and occupational paths
6. Clarification of decision-making process (related to self)
7. Commitment with tentativeness within a changing world

POSTSECONDARY SCHOOL YEARS:

1. Developing interpersonal skills essential to work
2. Developing information-processing skills about self and work
3. Reintegration of the self
4. Acquiring a sense of community
5. Commitment to a concept of career
6. Acquiring the determination to participate in change

The implications for these career development tasks in terms of curriculum and teaching-learning are many. Career educators need to become familiar with these tasks and their implications for fulfilling roles in career education. These tasks also reaffirm the fact that career education is concerned with much more than just providing job information and vocational education—it is concerned with a process which involves looking at oneself, with the formulation of goals, with interpersonal relationships, with decision-making skills, and with the ability to recognize the real world and its many ramifications for change. Needless to say, business educators find many opportunities to relate to these tasks in the subjects which they teach. Alert teachers, sensitive to the needs of their students, find effective ways in which to help their students relate to and accomplish these tasks as part of their work in typewriting, shorthand, accounting, merchandising, salesmanship, business law, office block, distribution, or whatever the subject may be.

Forerunner Developments

Vocational educators had an earlier preview of what was to come when the Vocational Education Act of 1963, following a comprehensive and insightful evaluation of vocational education by President Kennedy's Panel of Consultants on Vocational Education, addressed the need to organize programs around "clusters of closely related occupations" and to assist students in developing "career objectives" which would be placed "in writing on record" in the schools prior to the students' entering a vocationally reimbursed class.[8] New kinds of relationships were fostered in schools which took the VEA '63 mandate and its subsequent amendments seriously; counselors and vocational educators found new opportunities to work together and to share each other's expertise.

[8]Calhoun, Calfrey C., and Finch, Alton V. *Vocational and Career Education: Concepts and Operations*. Belmont, Calif.: Wadsworth Publishing Co., 1976. p. 43.

Business Education Responses

Career education, in its new position of prominence, was brought before the business education community in an effective way through efforts such as Hardwick's historic article in the May 1971 issue of the *Business Education Forum*.[9] Dr. Hardwick presented a model for implementing career education in business education and provided food for thought for business educators. James Wykle, in an article published in 1971 and in several subsequent publications (1972, 1973, and 1977), brought before business educators a set of objectives that are appropriate for business educators to contemplate in terms of their consideration of what career education was all about.[10] Dr. Wykle's list of objectives includes challenges to (1) make subject matter more meaningful and relevant to the individual through restructuring and focusing it around a career development theme, (2) provide persons with guidance counseling and instruction needed to develop self-awareness and self-direction, to expand occupational awareness and aspirations, and to develop appropriate attitudes about work; (3) assure opportunity for persons to gain a basic marketable skill before leaving school; (4) prepare persons leaving secondary school with knowledge and skills necessary to pursue further education or enter the labor market; (5) offer services for placing persons in the next step of their development; (6) provide an educational system which utilizes and coordinates its activity with community resources; and (7) increase educational and occupational options available.[11] Wykle concludes by pointing out that modern technology increases the demand for skilled workers and that career education requires teamwork.

The National Policies Commission for Business and Economic Education, an important voice for business education at the national level in terms of policy and program direction, issued its statement "This We Believe About the Role of Business Education in Career Education" in March 1973. The commission addresses some of the key issues in career education and includes the following statement in the historic document: "Career education is an essential part of all education and can serve as a unifying force for all disciplines." The statement also delineates a role for business teachers in elementary as well as secondary and postsecondary educational levels and notes a special need for exploration of careers beginning in grade seven and "guided by business teachers."

Kenneth Hoyt, director of the U.S. Office of Career Education and one of career education's most ardent and capable proponents, reflected on relationships between career education and business education on numerous occasions. Writing in *Today's Education* in January-February 1975 and in the *American Vocational Journal* in February 1975, Dr. Hoyt comments on "seven challenges for change" brought forth by career education; he cites business education programs as "an excellent model for all teachers to consider."[12]

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[9]Hardwick, Arthur Lee. "Career Education—A Model for Career Implementation." *Business Education Forum* 25:3-5; May 1971.

[10]Wykle, James. "Seven Objectives of Career Education." *Business Education World*, November-December 1971. p. 28; "Laying the Foundations for Career Education." *Business Education World*, January-February 1972. p. 28; "Career Education and Its Implementation." *Business Education World*, May-June 1972. p. 28; "To Business Teachers—On Career Education." *Balance Sheet*, April 1973. p. 29; "Career Education: Facts and Expectations." *American Vocational Journal*, February 1977. pp. 50-54.

[11]Wykle, James. "Seven Objectives of Career Education." *Business Education World*, November-December 1971. p. 28.

[12]Hoyt, Kenneth B. "Business and Office Occupations and D.E.: Keys to Career Education." *American Vocational Journal*, February 1975. pp. 35, 38.

Issues which developed during implementation efforts in career education and business education's part in it were addressed in the fourteenth yearbook of the National Business Education Association (NBEA).[13] Among issues which are brought to the attention of business educators are various descriptive statements defining career education, barriers to the implementation of career education, and the multiple-faceted role of the business teacher in career education. The discussion concludes with the statement that "business educators have a special role that cannot be ignored."

Goals and Objectives

Objectives for several specific areas of concern, namely the junior high school program, general business subjects, office education, and distributive education, are addressed in a 1974 publication of the National Association of Business Teacher Educators (NABTE). The 1974 issue of the *NABTE Review* presents views of objectives which ought to be striven for in each of those areas.

Objectives for the junior high or middle school program, it is suggested, include a "general thrust of career exploration" which should (1) reach all students, (2) occur at several grade levels, (3) actively involve students, (4) include desirable job information suitable for the students' maturation level, (5) move from broad-based explorations to in-depth exploration, (6) provide a variety of real or simulated work experiences made available to all students, (7) provide opportunities for decision-making experiences, and (8) be continuous and articulated throughout the school and community. Objectives which are more specific suggest that students should (1) examine themselves in relation to occupational requirements, (2) consider the broad range of career opportunities, (3) analyze personal needs and interests, (4) develop tentative career goals, and (5) engage in the planning process required to meet goals.[14]

Keller, in developing objectives for office education, espouses four primary goals followed by "enabling objectives."[15] The four goals stated are (1) to provide an office education program which considers the principles of human growth and development, manpower and human needs, and office education research findings; (2) to facilitate career development through structure —the organization of resources (people, things, and data); (3) to provide a comprehensive service component which is an integral part of all programmatic operations; and (4) to establish a personnel (staff) development program for all school and adjunct personnel involved in the office career development program.

Distributive education, as viewed by Samson, would contribute the following through its role as an effective component in a career education program: (1) all persons would understand the necessity and value of the economic function of distribution; (2) all persons would be aware of the nature of distributive work in the economy; (3) every interested person would have an opportunity to explore distributive jobs; (4) every person would have suffi-

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[13]Woolschlager, Ruth B., and Harris, E. Edward. "Issues in Career Education." *Business Education Yesterday, Today, & Tomorrow.* Fourteenth Yearbook. Reston, Va.: National Business Education Association, 1976. pp. 226-33.

[14]Ristau, Robert A. "Career Education at the Junior High Educational Level— A Time for Career Exploration Plus." *NABTE Review*, 1974. p. 28.

[15]Keller, Louise J. "Objectives for Career Education in Office Education." *NABTE Review*, 1974. p. 35.

cient information to arrive at a meaningful career choice; and (5) each person would have the opportunity to prepare for his chosen area of work in a manner appropriate to his capacity, his learning style, and his pace.[16]

Clow relates general business subjects to "three broad objectives of career education": namely, "(1) learning to live, (2) learning to learn, and (3) learning to make a living."[17] More specifically, he suggests these major categories of appropriate concern: cooperation, dignity of work, consumer competency, economic and legal literacy, and problem solving. He also suggests occupational and career orientation units as appropriate in many of the basic business subjects.

Clusters of Occupations

An overriding goal of career education is that students be exposed to a wide range of occupations; a tendency in the past was to focus on those occupations traditionally encompassed by the vocational education areas. Beginning with the report by President Kennedy's Panel of Consultants, the term "clusters of closely related occupations" came into being. The assumption was that the thousands of jobs and job titles that abound in the world of work could be organized into groups which would have basic commonalities. The U.S. Office of Education came up with 15 job clusters organized by "industry" to help assure that career educators would not overlook some important career areas traditionally included in high school programs—occupational areas such as public service, marine science, and fine arts and humanities. The 15 USOE clusters are construction, manufacturing, transportation, agri-business and natural resources, marine science, environment, business and office, marketing and distribution, communication and media, hospitality and recreation, personal services, public service, health, consumer and homemaking education, and fine arts and humanities.

The U.S. Department of Labor, in the Winter 1973 edition of *The Occupational Outlook Quarterly*, presented and discussed the 15 clusters.[18] They note that the clusters are further divided into subclusters and contain information useful to career education teachers. The clusters are constructed so as to be "enduring": that is, they are able to absorb new job titles and emerging jobs within their "closely related" group. The expectation in terms of cluster utilization is that all subject areas at all grade levels will find it possible to relate directly to one or more of these clusters. Schools which treat all of the clusters will encompass a desired breadth of the world of work's occupational milieu.

NBEA Action

The continuing concern among business educators for properly perceiving their roles and effectively discharging their responsibilities in career education culminated in the appointment of a Career Education Study Committee

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[16]Samson, Harland E. "Objectives of Career Education for Distributive Occupations." *NABTE Review*, 1974, pp. 45-46.

[17]Clow, John E. "Objectives for Career Education in General Business Subjects." *NABTE Review*, 1974, pp. 38-41.

[18]U.S. Department of Labor. "Is Career Education, What's Job Clustering All About?" *The Occupational Outlook Quarterly* 17:6-8, Winter 1973.

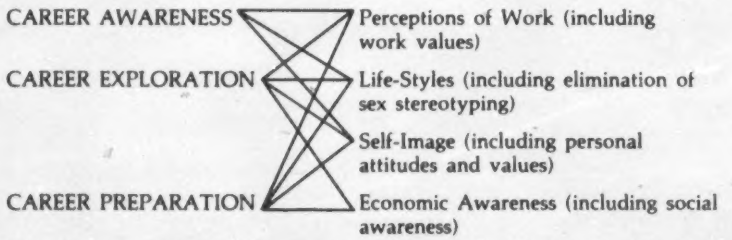
by NBEA in 1978.[19] That committee, in cooperation with the U.S. Office of Career Education and in concert with several other national educational organizations, undertook the task of examining again the definition of career education and looking into various aspects of career education as they were affecting and should affect business education programs.

Rather than generate a new definition of career education, the committee reviewed several existing definitions and found acceptable for the purpose of its work the definition and accompanying statement of basic concepts as set forth by Hoyt:

> Career education represents the total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate such values into their personal value systems, and to implement those values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.[20]

Hoyt then set out eight basic concepts which he indicates are "relatively simple to extract": career education (1) represents an effort, not merely an attitude or point of view; (2) demands the involvement of the community if it is to be effective; (3) views "public education" as education available to the public and from which the public can choose; (4) is for *all* individuals, regardless of level of educational pursuit or socioeconomic background; (5) recognizes the multiplicity of kinds of work values that necessarily exist in today's postindustrial society and seeks to impose no single, narrow set of work values on any individual; (6) espouses goals which represent only part of the total set of goals for American education; (7) represents an attempt to integrate several existing parts of education into a comprehensive program; and (8) focuses its emphasis on work and especially on the close relationship between education and work. A 1974 statement by the U.S. Office of Education further clarifies that career education will help people throughout life to (1) become better aware of their own interests and competencies, (2) examine the career opportunities which are available, and (3) find and use the means necessary to relate their abilities to career opportunities.

The committee then identified those specific aspects of career education which need to be addressed within business education programs; a diagram was developed which suggests an interrelationship among those aspects:


CAREER AWARENESS
CAREER EXPLORATION
CAREER PREPARATION
Perceptions of Work (including work values)
Life-Styles (including elimination of sex stereotyping)
Self-Image (including personal attitudes and values)
Economic Awareness (including social awareness)

The diagram reaffirms three primary components of career education although grade levels are not identified. In addition, it specifies a concern for

[19]Ristau, Robert A. "Career Education and Business Education—The Current Scene." *Business Education Forum* 32:5; January 1978.

[20]Hoyt, Kenneth B. "Issues and Concepts in Career Education." *NABTE Review*. 1974. pp. 12-13.

four life-role elements: perceptions of work, life-styles, self-image, and economic and social awareness. The schematic further indicates that each of the life-role concerns is suitably treated in each of the three primary components of career education; the nature of the treatment of the life-role element would vary depending upon the grade level and the subject involved. The implementation of the study committee's report has resulted in the appointment of an on-going NBEA Career Education Committee which is guiding an extensive and pervasive project that will continue to enhance career education activities within the total spectrum of business education activities and its broad-based curriculum.

Teachers and Infusion

As with most curriculum developments and various educational movements, the critical aspect of those efforts is what happens or does not happen within the classrooms of the teachers of the students. The role of the teacher in implementing career education is a critical one, and various perceptions of that role emerge during the implementation interval. Materials from commercial publishers, as well as a vast variety of teacher-developed materials, have become available in a variety of shapes and sizes. The critical question for the teacher remains: What should I do, when do I do it, and where does it best fit in? The variety of approaches available to teachers is a blessing on one hand and leads to frustrations on the other—no single model for implementation has emerged, and the creative and dedicated energies of the individual teacher continue to be an essential ingredient in successful career education programs within business education.

The infusion process has become established as the ideal approach to take. With sensitivity to the problems and evils of the continual "add on" approach to curriculum development which has caused the curricular offerings of many schools to expand beyond reasonable scope, administrators and teachers and career education leaders espouse an approach which would accomplish the desired goals but which does not generate a host of new subjects and classes. Infusion has become the in word, and attempts are made to aid and abet the infusion process. The Business and Office Career Education Curriculum (BO-CEC) project, developed under the auspices of NBEA, is one of the leading efforts in that regard.[21] States provide various kinds of assistance with the infusion process, including a comprehensive infusion package and approach by the state of Michigan.

Infusion, in its basic concept, causes teachers to examine the goals and objectives of their existing courses and at the same time analyze the goals and objectives of career education. The outcome is a meshing or integrating (infusing) of career education information and activities into the classes they teach and into the teaching-learning process they direct.

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[21] The BO-CEC project resulted in the publication of six career education curriculum guides: *Business & Office Careers Course Guide, Grades 7-9* ($7.50); *Elementary Resource Guide* ($7.50); *English Resource Guide, Grades 7-9* ($7.50); *Math Resource Guide, Grades 7-9* ($7.50); *Social Studies Resource Guide, Grades 7-9* ($7.50); and *Business and Office Career Education Curriculum Project: Secondary-Postsecondary Component* ($5.00). These are available from National Business Education Association, 1906 Association Drive, Reston, VA 22091.

Infusion places a significant responsibility upon the classroom teacher—a responsibility that includes a realistic evaluation of the relative importance of existing goals and objectives along with a working knowledge of as well as a commitment to new goals and objectives introduced by career education. The infusion process can work well—but it does require an informed and committed teacher. The remaining portion of this monograph will address some of the ways in which infusion can take place and is already taking place within business education.

2

Developing Attitudes and Values

One of the important aspects of career education is the renewed emphasis placed on the important role of classroom teachers in affecting their students' development of proper attitudes and values. The individual's attitudes and values are basic to the entire process of career development and planning, and these attitudes and values are continually being shaped and molded.

This emphasis provides a new focus of concern for some teachers, while it simply sharpens the focus for others. In dealing with attitudes and values essential to career education, our concern must extend into a number of categories including self-concept, life-styles, work values and perceptions, and economic and social awareness. There is a revelation process that occurs with respect to each of these categories which is largely a discovery or clarification process, and a variety of classroom activities can facilitate that process.

Importance of the Teacher

The role of the teacher in this area of concern is an important one in many respects. For some teachers of business education, serious reflection on this matter might be a new experience. In a 1978 *Forum* article, Finch observes that "only lip service" often has been given to these "affective concepts" in the past and suggests that business teachers should "develop expertise in this area."[22]

It has been observed for some time that teachers do have a significant influence in this area regardless of the subject matter that is being taught. Through what is said and not said, through what is done and not done—through both verbal and nonverbal communication—teachers assert a significant influence on their students in terms of attitudes and values. The expectations which teachers present to students, the personality interactions through which teachers communicate feelings toward their students, as well as reactions by teachers to specific situations, all are part of what we are concerned with here. Too often these influences are negative rather than positive, and these negative nuances chip away at and deter the desired development of a positive self-concept and an understanding of self-worth that can help lead students into positive and realistic career pursuits.

Ristau and Wagner state that a teacher can have an enormous influence, both negative and positive, on students' self-attitudes, particularly as these attitudes are related to feelings about being able to think, answer questions, and solve problems.[23] Denues points out that choosing one's work is more than merely acquiring a job; it is choosing a way of life.[24] She further observes that the process of choosing one's work involves experiencing, assessing ex-

[22]Finch, Alton V. "Self-Image—A Life-Role Element of Career Education." *Business Education Forum* 32:3; March 1978.

[23]Ristau, Robert A., and Wagner, Patrick J. "Self-Awareness in Career Education." *Book of Readings*. Madison: Center for Studies in Vocational and Adult Education, University of Wisconsin-Madison, 1972. pp. 153-54.

[24]Denues, Celia. *Career Perspective: Your Choice of Work*. Worthington, Ohio: Charles A. Jones Publishing Co., 1972. pp. iii, 1-3.

periences, evaluating and drawing conclusions, and then projecting new experiences. The ultimate choice, if it is good, must be fulfilling for the individual; therefore, determining one's desired life-style, interests, aptitudes, and values is an important part of the process. What is done in the classroom can make a difference, and a careful assessment of one's true self must be fostered.

Teachers are quickly established as "significant" persons in the lives of most students. Sometimes a teacher becomes significant to a student because that teacher may be the only person who makes that student feel like an individual of worth and value. Other teachers are significant because they are perceived as having the ultimate responsibility for evaluating the student's ability to do schoolwork and to compete with other students. Even more important, so far as the student is concerned, a teacher has a responsibility to record evaluations for parents, employers, and others to view.

A teacher can help a student recognize his or her strengths and possibilities for growth and development or the teacher can continually point out a student's weaknesses and shortcomings. No matter how it is viewed, the teacher is an important factor in the interpersonal field of forces which influence a student's development of attitudes and values.

The school and teachers by no means have a total, nor even necessarily dominant influence; the home and the community are other influencing factors. Nevertheless, a teacher who is harsh and rejecting may interfere with the processes of an otherwise healthy development that has been nurtured in a healthy home atmosphere. With this kind of teacher, it is difficult for a student to present a forthright self because defense mechanisms and/or retreat and rejection attitudes develop. The freedom to inquire, learn, and develop is replaced with a concern for survival in the classroom situation.

It is important in career development, then, that a student become aware of himself or herself in honest and positive ways. The role of the teacher is important and distinct; an understanding of this role on the part of the teacher is one of the first important steps in becoming an effective participant in assisting with the career development process.

Self-Concept in Career Development

"Self-awareness," "self-image," and "self-concept" are terms used often in career education—generally, right or wrong, interchangeably. This discussion will use the term "self-concept" to refer to the way in which an individual perceives himself or herself in relation to a variety of societal and environmental factors. It has been purported by some behaviorists that it is the person's awareness of his or her emotions, values, and varying environments that frees the individual to become more self-directive. Self-directiveness is a basic need both in planning and pursuing a career.

Herr refers to the formulation and implementation of the self-concept as "the primary construct in career education."[25] He further states that self-concept is "a unique function of the individual's personal history. The roots of the self-concept are in early childhood and continue to modify throughout one's life. The individual's career is descriptive of his attempt to implement the self-concept through personal, occupational, and educational choice." Hamachek

[25]Herr, Edwin L. "Career Decision Theories." *NABTE Review*. 1974. p. 8.

defines self-concept as "a very private picture which evolves out of who we think we are, what we think we can do, and how best we think we can do it."[26] Denues sees self-acceptance as a level of mature adjustment.[27] She notes the importance of accepting one's self as is and then progressing toward growth, change, and fulfillment.

Ristau and Wagner suggest that the development of self-concept leading to self-directiveness is "critical since it is most difficult to imagine a student making valid decisions about future work activities without a positive self-image and a functional understanding of himself as a person."[28] They further reflect on the point that though the development of a positive self-concept is a rightful goal for all of education it is an essential goal for career education. The individual should be "right for the job" just as the job ought to be "right for the individual"—bringing both factors into clearer focus is an integral component of the career education program.

Finch views self-image as a "life-role element" of career education.[29] He reports that "helping students to analyze their self-images should be an important part of education for careers in business. Business teachers are responsible for seeing that students in all phases of career education—awareness, exploration, and preparation—are provided with opportunities to examine themselves, their values, abilities, mental and physical attributes, personality, and personal desires in terms of the requirements of possible business careers they might follow. Business teachers should work toward the development of positive self-images in all students with respect to knowledge and skills needed to perform personal and career-related tasks in business and to make wise decisions regarding their personal and business affairs. Students who do not have positive self-images, who are not able to assess their values, abilities, mental and physical attributes, personality, and personal desires, are likely to flounder through a trial-and-error process from one activity to another until they find themselves—or lose themselves completely. Such a process is often costly in time, money, and personal happiness."

Effect on educational attainment. There appears to be a consensus among education psychologists that self-concept and educational achievement are related. Each person's idea of himself or herself appears to be closely connected to the way in which he or she behaves and learns, and poor performance in school often is found to be related to poor self-concepts. Hamachek reports that the "self-fulfilling prophecy" syndrome—that is, living up to or down to teacher expectations—and performing according to one's understanding of his or her ability to perform are phenomena which have been proven in several research studies.[30]

Some students entering the business education classrooms will have a long history of failures and frustrations with the learning process. For some, the psychomotor classes and the practical applications of relevant subject matter in other business classes will give them some of their rare "tastes of success." While some business teachers, along with vocational teachers from

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[26]Hamachek, Don E. *Encounters with the Self.* New York: Holt, Rinehart and Winston, 1971. p. v.

[27]Denues, *op. cit.*, p. 103.

[28]Ristau and Wagner, *op. cit.*, p. 153.

[29]Finch, *op. cit.*, pp. 3-9.

[30]Hamachek, *op. cit.*, p. 174.

other disciplines, often decry the fact that their programs may be viewed as "dumping grounds" since some students who are otherwise failures succeed in these classes, there is a great opportunity in these instances to develop the understanding that the student has talent and ability that are revealed in this new experience. Rather than apologize for this occurrence of "new success" for some students, business teachers should hasten to point out that there are a variety of learning abilities and that we each differ in our own areas of intelligence. The possibility of helping a student "find" himself or herself in a business classroom experience is a real one—the business teacher should capitalize on it for its value in fostering a much-needed positive self-concept.

Strategies for implementation. There are a number of ways in which teachers can participate in the process of assisting the development of positive self-concepts. Perhaps the most basic and effective is to be convinced of the importance of this area of development; and then to consciously do what can be done, to see worth in each student, and to help each student gain personal insights and sense importance in some way. It also is incumbent upon the business teacher to develop a thorough understanding of what self-concept is and to recognize it in its many dimensions. School counselors and professional psychologists should be utilized as advisers and consultants when assistance is deemed necessary; the business teacher may always be an "amateur" in this arena—yet important in so many ways. The indirect, nonverbal aspect of influencing self-concept development should be a positive one at all times for all business teachers.

There are some specific ways in which teachers can relate to self-concept development in business classes. Strategies employed might vary from simple checklists of personal traits to group-involvements where students analyze themselves and each other.

A resource guide for career development in the senior high school, published by the Minnesota Department of Education, contains an exercise entitled "Inventory of the Self-Concept."[31] This inventory, utilizing a semantic differential scale, causes students to evaluate themselves in terms of sensitivity to others, self-confidence, criticism, participativeness, aggressiveness, honesty, and other personal traits. Discussion of the self-ratings and the meaning of each characteristic helps students see themselves realistically and understand what the characteristics mean in terms of living with others.

Another activity in the Minnesota guide calls for group interaction. Students are given sheets of paper on which they list their names and some important traits they see in themselves. These sheets are displayed on walls of the room, and other students move about adding traits to the lists of their peers. While this exercise requires a good deal of careful direction and skillful involvement of the teacher, it is a powerful exercise in self-concept development.

A resource guide for *Self-Concept Exploration* published by the Minnesota Department of Education includes a number of self-appraisal forms and self-concept exploration activities.[32] Many of these would be suitable for infusion into business education classes with little or no modification. Examples of appropriate activities are "Sentence Completion" (e.g., "I don't like people who

[31]Klaurens, Mary; Hansen, Lorraine S.; and Tennyson, W. Wesley. *Satisfactions and Rewards of Work: A Career Education Resource Guide*. St. Paul, Minn.: Minnesota Department of Education, 1972. 12 pp.

[32]Carlson, Lisa, and others. *Self-Concept Exploration: A Career Education Resource Guide*. St. Paul: Minnesota Department of Education, 1972. 119 pp.

. . . ."); "Career Development Contracts" (identifies changes desired and possible ways of effecting the changes); "Self-Appraisal for the Job Ahead" (checklists which look at appearance, abilities, personal traits, manners, etc.); "Discussion Questions" (to be used in conjunction with short stories, such as "Queer," or with groups following feedback explanations); "Self-Concept Collages;" and "Cooperation Squares."

A variety of other activities are available to the business teacher who wishes to infuse self-concept development activities into the classes he or she teaches. Commercially-developed materials, such as Eggland and Williams' *Human Relations in Business*,[33] Calhoun and Finch's *Human Relations for Office Workers: A Case Approach*,[34] and various career exploration books, have self-concept exercises and discussions in them. The BO-CEC "Business and Office Education Career Education Curriculum" materials, developed by Huffman and others under a National Business Education Association project, also contain self-concept exercises suitable for infusion into business education classes.[35]

Life-Style Concepts

Life-style and career education are interrelated in that one's work life and personal life are often closely intertwined. The persons with whom we work often form an important part of our personal relationships; the job we hold often has a direct bearing on social groups with which we tend to associate. The demands of our job, both in terms of time and energy, can affect what we do or do not do in our personal lives away from our jobs. Therefore, it is important for students who are looking into careers and beginning to do some serious career planning to consider the possible effect that certain careers can have on one's life-style.

Life-style is a rather broad concept, yet it focuses in on some specific concerns in career education. Denues refers to life-style as "a manner of living: indoors or outdoors, with people or by oneself, with ideas or with things, working early or late, under pressure or without pressure, with routine or with varying activities."[36] She also provides a list of questions that one may ask in self-examination when giving consideration to a desired life-style: When do you do your best work? In what physical environment are you the happiest? What working conditions do you enjoy? What kind of doer are you? What kind of thinker are you? What kind of people do you enjoy being with? What causes you to become angry, frustrated, or unhappy?[37]

Importance in career decision making. The traditional approach, which attempted to match students with certain traits and abilities to jobs which purported to use those traits and abilities, has been replaced by much broader and more realistic considerations. The acknowledgement that one's work is a significant determinant and influencer on the style of life that is lived has caused us to

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[33]Eggland, Steven A., and Williams, John W. *Human Relations in Business*. Cincinnati: South-Western Publishing Co., 1977. 188 pp.

[34]Calhoun, Calfrey C., and Finch, Alton V. *Human Relations for Office Workers: A Case Approach*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1972.

[35]BO-CEC project, *op. cit.*

[36]Denues, *op. cit.*, p. 1.

[37]*Ibid.*, p. 82.

see life-style analysis as a valid part of career development activities. Sociologists and psychologists describe work as having a pervasive influence on a person's life, including choice of associates and use of leisure time.

In a career education resource guide, Hansen and others reflect on the "centrality of work in the life of most individuals" and deem it important that students "have a chance to examine this broader concept of work in relation to themselves and their needs."[38] They further state that students ought to "become aware of and begin to explore different kinds of career patterns in relation to their own needs and leisure and work values."

In this discussion, and in others dealing with the broader and affective considerations in career education, the use of the terms "work" and "job" and "career" are closely linked and yet are different in some discrete ways. It is assumed that for most people the "job" and the "career" are one and the same or at least closely related; yet some suggest that it is the business world that has jobs and that it is individuals who have careers. This suggests that jobs are impersonal while careers are personal. Work has a structure and challenge to it that is found in jobs; a job or a series of jobs constitutes a career for most individuals. It will be assumed throughout this monograph that these three terms are closely associated and are linked in an important way.

Stoddard looks at life-style as "discretionary spending."[39] She explains that life-style is revealed through what one chooses to do with time when it is available to do "anything" we choose to do—a "discretionary" use of one of our valuable resources. She also links values and life-style and states that one's job is, or should be, an extension of oneself; therefore, that which we value or cherish ought to be reflected in the job we choose.

Several questions are posed by Stoddard that can help to clarify the life-style that one aspires to; these questions include: (1) What are the demands of this job on my "discretionary time"? (2) How much traveling will I be expected to do? (3) What are the demands on my privacy? (4) How much time will I have with my family or friends? (5) How much time will I have for community involvement? (6) Will my job help me to keep physically fit? (7) Will I be able to develop and maintain close friendships with those whom I desire to have as close friends? (8) Will I be expected to move frequently from one geographic area to another?[40]

Baggett includes the studying of life-styles of office workers as part of career education.[41] "Students . . . entering the work force desire to know more about jobs than just tasks performed by workers and the conditions of their work," states Baggett. He defines life-style as "more than just how a person lives" and includes "the many values and attitudes one considers in choosing the kind of life to lead." Religious and ethical values are involved, as are attitudes toward society, fellowman, and the environment. "For career exploration purposes," comments Baggett, "life-style includes things more closely related to work and jobs, such as where and in what kind of house to live, how to use leisure time, level of education or skills to strive for, desire for respon-

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[38]Hansen, Lorraine S.; Klaurens, Mary K.; and Tennyson, W. Wesley. *Life Styles and Work: A Career Education Resource Guide*. St. Paul: Minnesota Department of Education, 1972. p. 1.

[39]Stoddard, Lucille T. "Career Education and the Life-Style Concept." *Business Education Forum* 32:11; April 1978.

[40]*Ibid.*, p. 12.

[41]Baggett, Harry. "Studying Life-Styles of Office Workers in Career Education." *Balance Sheet*, February 1976. p. 200.

sibility, desired level of pay, and hours to work." Baggett concludes that "students will make better career decisions when they are able to see how the job they choose can affect their life-style."

Strategies for implementation. Various classroom activities and teaching-learning strategies are available for teachers to use in helping students to examine and formulate life-style concepts. Questions such as those posed by Denues and Stoddard can be used for group or individual discussions; such questions can form the basis for themes, compositions, or reports on interviews with adult workers as part of classroom activities.

The examination of a desired life-style, as is true with most aspects of our concern with values and attitudes, is not an easy task. We are dealing here, again, with a very personal matter; Denues makes the point that "only you know the style of living that best suits you."[42] It is also true that one's life-style changes as the years go by and is affected to varying degrees by societal mores and expectations. Changes in life-styles, and the impact on job choice and possibly on mid-career changes of jobs, should be included as part of the educational treatment of life-style. An individual's preferences and the way in which one's needs are fulfilled are seen in the daily activities of various environments; developing an awareness of life-styles and a keenness in observing and analyzing what one does and refrains from doing is an important activity in life-style experiencing.

A resource guide for *Life-Styles and Work* contains the point that students should distinguish between a job as a "means of securing an income" and a career "which encompasses a whole life-style."[43] The guide suggests that a panel of people representing different jobs and career stages could be asked questions dealing with life-styles to get at this important aspect of career consideration.

Stoddard views the business educator's role as accepting responsibility for helping students pursue the discovery of a vocation including identifying "those values that have most significance in carving out acceptable and rewarding life-styles."[44] Students should be encouraged to "look at themselves, to derive their own values, and to choose jobs that are not in conflict with their philosophies. Educators should be rewarded if they help students prepare themselves for jobs that 'fit' . . . and that do serve as extensions of themselves."

Activities that are infusible into the business education classes include a variety of experiences that range from composing a biography or autobiography dealing with aspects of life-style dimensions to participation in "The Life Career Game."[45]

The *Dictionary of Occupational Titles* (DOT), published by the U.S. Department of Labor, can be used to get at objective information about a vast variety of jobs; this information can then be used in generalizing about life-styles and jobs. Listing the action verbs contained in the DOT descriptions and then translating each verb into its demand on the individual and his or her life would be one approach that could be used. Listening tapes and books on persons who work in a variety of occupations can be used for discussions on life-styles.

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[42]Denues, *op. cit.*, p. 1.

[43]Hansen and others, *op. cit.*, p. 2.

[44]Stoddard, *op. cit.*, p. 12.

[45]Hansen and others, *op. cit.*, pp. 73-80.

Ristau and Baggett incorporate into their career exploration approach a series of "career stories."[46] These stories, based on interviews with adult workers, reveal a variety of on-the-job and off-the-job demands. Students read these stories and then go through an individual analysis of each one, including answering questions such as "What are some of the advantages and disadvantages of this kind of work?" "Is this person happy with his or her work? Why or why not?" Students, in doing introspection on their own work experiences or on the work experiences of others, will reveal a variety of things about themselves and their desired life-styles.

Work Values and Perceptions of Work

Since work is central to the understanding of jobs and careers—that is, the work tasks that are performed impact both the time and energy demands on the individual—it is important that students be assisted in formulating a proper perception of what work is and what it ought to be. While we may chuckle at the "famous" Charlie Brown definition of work, "Work is the crabgrass on the lawn of life," we must also hasten to admit that work in our lives is an important dimension of it.

Students who have reached the legal working age might well have had part-time job experiences to which they can relate in reflecting on the meaning of work. Often, however, these initial job experiences are not satisfying in terms of the work performed or in terms of the psychic rewards of the work itself. It is usually the monetary rewards that accrue along with the psychological satisfaction of having entered into the adult world characterized by work that are the main benefits.

It is also true that it is somewhat common, perhaps even popular, to be unwilling to confess openly to liking one's work since there is a tendency to be dissatisfied with the present status of anything in our ever-changing world. Yet, when adult workers are asked to talk about the work they do, about the jobs and careers they hold, often an innate satisfaction with their work surfaces and expressions of work values come out.

It is important, then, as part of the career development process, for students to be given an opportunity to reflect on what work is, what it can do in one's life, and what place it has in looking ahead to one's future career. Work values and work perceptions ought to be analyzed and fostered as part of our efforts in career education.

Mongo sees the career education movement as placing a "strong focus on the need for educators to be as concerned with values development as they are with helping learners acquire academic and technical skills."[47] She poses questions dealing with the values of a "work-oriented" society and ways in which those values are transmitted. She suggests that there are significant differences in the value systems of various population subgroups, and she notes that there may be some congruence and incongruence when values are dealt with in the work setting. This concern concludes with a stated desire to structure school experiences so as to help students understand the role values play in career decision making and in job satisfaction.

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[46]Ristau, Robert A., and Baggett, Harry. *Exploring Careers in Business*. Cincinnati: South-Western Publishing Co., 1978. 186 pp.

[47]Mongo, Celestine. "Work Values and Career Education." *Business Education Forum* 33:9; October 1978.

Denues places work in an interesting perspective: she notes that the proper study of work is activity, and that work at its best "is the activity you have chosen as a means of fulfilling yourself; it is 'your thing.'"[48] She further observes it as being a way of relating to life itself and to others in addition to a common means of supporting oneself.

Denues defines work as that which gives us "purpose in living. It gets man up in the morning and out in the world of action and aliveness. It gives structure to his days, weeks, months, years." An interesting discussion is provided by Denues when she analyzes "work versus play."[49] She notes that play is "voluntary activity" (not "ordinary or real life," and often "limited"); the extent to which play creates "order," however, is a commonality with work. Work is seen as having a primary purpose of changing something, creating or producing something; work must continue until the task is done. Both play and work, however, are viewed as a way of relating to life, to the world, and to others. This contrast of work and play adds an interesting dimension of work perception for those individuals who undertake the discussion; both teachers and students can benefit from such an analysis, one which often is fun along with being educational.

Mongo defines values as "qualities, principles, or things regarded as desirable and reflected in specific human behaviors."[50] She further notes that work values are "those items, qualities, or desired states or existence which are realized in work or as a result of work." She lists Donald E. Super's work-world characteristics which affect work values; this list includes economic returns, achievement, surroundings, intellectual stimulation, prestige, social acceptance, leadership, supervisor relations, and variety. These, and other factors or characteristics, may combine in many ways to influence the degree of satisfaction or dissatisfaction an individual derives from his or her work.

Work values and career decision making. Since one of the goals of career education programs is that of helping students relate to those jobs and career areas in which they will find the greatest degree of satisfaction, it appears evident that a treatment of work values as part of their educational experiences is indeed appropriate. To the extent that students are able to perceive those work values fostered by various jobs and are able to develop an understanding of their own values as they relate to future work tasks performed, students will be more likely to make decisions regarding future careers that will lead to the highest levels of satisfaction.

Mongo notes that compatible values systems and a tolerance for group differences frequently lead to group cohesiveness and have a direct impact on both productivity and on achievement.[51] Values incongruence, on the other hand, can develop misunderstandings, fear, hostility, frustrations, and disappointment which lead not only to individual dissatisfaction but to inefficiency and organizational conflict. Mongo observes that when the new entrant who arrives on the job scene is only vaguely aware of the values in business and of the value-related expectations of others, often the result is negative. Since values and work perception have a considerable effect on

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[48] Denues, *op. cit.*, p. 7.

[49] *Ibid.*, pp. 12-20.

[50] Mongo, *op. cit.*, p. 9.

[51] *Ibid.*, p. 11.

work and occupational adjustment, it is important that they be dealt with in the business classroom.

Strategies for implementation. As in dealing with other affective dimensions of career education, there are a variety of ways in which the business teacher can relate to this aspect of students' development. The creative teacher, aware of opportunities to relate to work values and perceptions of work, will find "teachable moments" when positive values and perceptions can be fostered. There are a number of specific ways in which this concern can be treated, and the following ideas and strategies are suitable for infusion into various business education classes.

Mongo lists four strategies that can be used for influencing work values; each is presented here in capsule form.[52] (1) *Value sharing*. Teachers share with students their own career decisions and the rewards and satisfactions which they have been able to realize. Success models can be utilized, and appropriate instruments (such as the Ohio Work Values Inventory) used. (2) *Trips to industry*. These should be planned in such a way that students can observe closely individuals at work in a variety of departments and on several job levels. Verbal interchanges between workers and students should be facilitated. A follow-up should provide for class discussions as to probable need levels of members in various work groups and how their value systems may differ. (3) *Industry-education workshops*. These should include representatives from several occupational clusters and represent a variety of employment areas. Expectations of currently employed persons, management, and of prospective employees should be discussed; the objective of this discussion should be the identification of needs, the development of strategies for dealing with pluralistic value systems, and the setting of mutual goals. (4) *Values assessment*. Various instruments designed for this purpose can be used at appropriate intervals to determine if specific experiences result in desired effects. Values education texts and materials should be available for teacher use.

A resource guide for *Satisfactions and Rewards of Work* lists an important performance goal relative to a series of exercises and activities contained in the guide: "The student will describe his preferred occupation in terms of its potential as a source of satisfaction and human expression of self."[53] The guide contains a number of infusible activities, including the analysis of a chart of "Work Adjustment" in which factors affecting job satisfaction can be discussed. Other activities include case-problem discussions, field observations, resource speakers, and field interviews. A form for rating "Dimensions of Vocational Needs" is provided in which students rank 20 factors on a five-point scale proceeding from "Very Important" to "Very Unimportant." "Immediate vs. Long-Term Rewards" are dealt with in an exercise in which students consider eight or more factors, such as weekly earnings, working conditions, and co-worker relations in light of three occupations in which they are interested.

Ristau suggests activities for general business, or other classes, in which perceptions of work are revealed.[54] One involves the listing of jobs which students consider to be "good jobs" and those considered to be "bad jobs." After

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[52] *Ibid.*

[53] Klaurens and others, *op. cit.*, p. 2.

[54] Ristau, Robert A. "Career Education in Basic Business." *Business Education Forum* 29:5; April 1975.

the "worst of the bad" is identified, the class then is challenged to come up with as many good things about that job as possible. The exercise produces some new insights into "good" characteristics and traits of jobs otherwise thought of as being "bad."

Another activity that has been used effectively involves a chart in which 10 or more occupations generally known to students are listed. Then, in five columns appearing to the right of the list of occupations, students rank each of those according to categories that reveal their own perceptions and values. Five categories of perceptions often used are the importance of the jobs, the salaries earned on the jobs, the education required for those jobs, the community status of those jobs, and the contribution made to society by those jobs. Once the rankings have been completed, students analyze their composite rankings, sometimes comparing the jobs they ranked high in salary with the other rankings for that job; or students might examine those jobs they perceived to be of high community status in relation to other rankings they came up with on their charts. The categories of perceptions and the jobs listed can be varied depending upon the maturity of the students. This can be both an individualized and a group activity.

An activity that Baggett finds to be especially helpful to students and one that is readily interrelated is the collection of life-style information about workers and the study of this life-style information.[55] Advantages of the information-gathering, studying process include the following: (1) Information is authentic and realistic because it comes from individuals currently working on a variety of jobs. (2) The information can cover a wide range of possible values and attitudes, especially if the diversity of workers included is broad and carefully selected. (3) Students develop a variety of information-gathering skills as they contact office and distributive workers. (4) The process of gathering information satisfies a natural curiosity to find out about other people and their motivation to do or not do certain things. (5) Students relate their own values and attitudes to those of individuals they contact.

Steps in collecting life-style information, notes Baggett, include an essential element called "preliminary planning." Students must know why they are engaged in this activity, how to go about it, and what the resulting benefits, to them and others, will be. The first step in planning is to decide how the information collected will be used; possibilities include class discussion, individual reports, bulletin board displays, guest speakers, word games, and other student-involvement exercises. The desired information is then gathered through asking appropriate questions; for instance, "What tasks do you do in your work?" might bring a less beneficial response than "What do you like most and least about the tasks you perform in your work?" Questions should be worded in such a way that insights into the worker's feelings and attitudes about the work done are revealed. Other questions that might be included are: "Is your job fulfilling to you?" "What job do you hope to have 5, 10, or 15 years from now?" "How does your present job contribute to your company, department, or society?" Guidelines for information gathering and sample questions should be prepared for student use.

Ways in which information might be collected include assigning individual students or committees to specific responsibilities, mailing questionnaires

[55] Baggett, *op. cit.*, pp. 201-02.

to office and distributive workers, and having office and distributive workers come to the classroom to be interviewed. Whatever the approach used, it is important that students be ready for the experience and be able to view this as an important part of their own growth and development in career planning and decision making.

Economic and Social Awareness

Among the important areas of concern that go beyond just providing basic information about jobs and work performed is the need to develop an awareness of the society in which jobs exist and the economic ramifications of those jobs. Students should understand that jobs exist for a purpose; they should know that that purpose is not simply to let them earn needed money but for them to be able to provide a product or a service that is needed by society. The relationship between work performed and the needs of society is an important one; students studying careers should be given ample opportunity to "discover" this aspect of the work performed by millions of individuals.

Nemesh notes that every year over a million and a half young people in the United States enter the economic system as beginning workers.[56] Commenting on the "pace of change" in business, she concludes that an "acute awareness of new demands and of the economic and political forces causing these changes is obviously essential." To the extent that an important goal of education is that of developing individuals who can become economically self-sufficient and can make contributions to society, an understanding of the society and economy in which they will function is essential to good career planning and future career satisfaction. Nemesh suggests that "understanding the economic aspects of the world in which we live and work is important to the future success and self-satisfaction of the individual and for the betterment of society as a whole."

Antholz and others observe that many young workers feel powerless to make the system more responsive to their needs and desires; the size and complexity of the society which produces this feeling is part of the problem students must deal with in looking ahead to future careers.[57] As part of their career development activity, students should be assisted in examining their abilities and attitudes in terms of how contributions to society can be made through their work. Students should be assisted in fostering a realization of the value and importance of work performed at all levels of occupations; students should be encouraged to view career opportunities as a means of helping to meet the needs for change which confront society.

To the extent that our society expects all individuals to be able to function both as a producer and a consumer, it seems incumbent upon the school to deal with both of these concerns. In career education, a unique opportunity presents itself to deal with them in a realistic way as various occupations and career areas are investigated. The realism of jobs and the people who perform the related work tasks add a dimension to this area of study that provides both motivation for the student and a depth of understanding that might be

[56] Nemesh, Mary. "Economic Awareness: Essential Element of Career Education." *Business Education Forum* 33:3; January 197[illegible].

[57] Antholz, Mary B., and others. *The Social Contribution of Work: A Career Education Resource Guide*. St. Paul: Minnesota Department of Education, 1972. p. 1.

missing in the more theoretical approaches. Business teachers, in particular, have many fine opportunities to deal with economic and social concerns effectively. Business teachers must help their students develop as total individuals so that along with the vital skills and knowledges essential to job attainment and success they will be able to function as social and economic contributors.

Strategies for implementation. Nemesh states that "teachers play a significant role in students' development of economic awareness."[58] She suggests that an interdisciplinary approach may be useful and practical in some school situations; teachers of social studies, English, and business education can combine their talents and effectively relate to this total concern.

Business educators, Nemesh notes, can help students become aware of new fields of employment, seasonal and technological jobs which are susceptible to rapid change, workers most likely to be affected by economic downturns, and "career myths." The significance of work, and the relationships between effort, productivity, and success need to be understood through study and discussion.

Nemesh suggests six activities appropriate for business students: (1) simulating a corporation in which students learn about the functions of business; (2) observing the operator of a large department store for a day to become acquainted with customer wants and needs, with marketing management, and with other dynamics of that business operation; (3) inviting resource people from the community to describe their occupations and to comment on the economic and social contributions of the work they do—"career myths" associated with their career areas also can be dealt with; (4) creating an "Economics Learning Resource Center" that deals specifically with economic awareness materials; (5) providing field trips to banks, supermarkets, stock markets, small claims courts, public utilities, etc., where different aspects of the total economic community can be investigated and appreciated; and (6) having students plan, execute, and report on projects dealing with such topics as newspaper advertisement claims and trends in jobs in their community.

Nemesh also suggests that business teachers work with school administrators and counselors in helping them to recognize the importance of developing economic and social awareness as part of the total business education program. Follow-up studies and employment surveys, Nemesh observes, often point to a lack of students' economic understanding; these studies should be used to reinforce the need for economic education as part of the total business education program. Business teachers also should provide up-to-date, accurate information about job markets and job trends.

The resource guide for *The Social Contribution of Work* provides a variety of learning experiences suitable for use in implementing this aspect of our concern in career education.[59] Among the learning experiences suggested and presented in this guide are the following: (1) students list all the workers whose contributions affect their life between the time they get up in the morning and the time they get to school; (2) students read "Two Points of View" and discuss the accompanying study questions; (3) students prepare collages or group bulletin boards which highlight the diversity of occupations needed in their community or by our society; (4) students interview neighbors or relatives to

[58] Nemesh, *op. cit.*, pp. 3-5.

[59] Antholz and others, *op. cit.*, p. 30.

see how they feel about their jobs and the contributions made to the well-being of society through those jobs; and (5) students analyze their own school activities in terms of how they parallel activities in the community and what contributions are made to the school and to the community (e.g., student council, FBLA, and DECA).

Other activities include a chart in which students list community needs and the kinds of workers that can help to meet those needs; various social problems are listed and an identification is made of occupations which could help alleviate the problems. The latter chart also contains a column in which students note the extent to which their "preferred occupations" contribute or do not contribute to the problem or the alleviation of the problem.

Plevyak, in *Exploring Accounting Careers*, provides for students an illustrated, narrative tour through a business in which accounting jobs are highlighted.[60] In the process of acquainting students with a variety of jobs in the accounting field, he also provides insights into the contribution each job makes to the operation of the business and the goods or services which that business provides. Students are given an opportunity to reflect on why accounting occupations exist; later, he presents career stories of accounting workers in which they reveal some of their feelings about the work they do and their contributions to society.

Terkel provides in-depth insights into the lives of hundreds of people and the work they do in *Working—People Talk About What They Do All Day and How They Feel About What They Do.*[61] He records feelings and opinions of an auditor who admits that his job may make a limited contribution to society and yet admits that the records and information he certifies and checks out are of considerable value to bankers, investors, union leaders, and others. The identification of societal contributions in Turkel's book is more obvious in some occupations than it is in others. In all cases, however, contributions to society and the economic system in which we function can be dealt with; creative teachers and motivated students will find this exercise rewarding and enlightening. Better career plans and decisions, as well as higher levels of work adjustment and job satisfaction, will be a result of these efforts.

Summary of the Business Teacher's Role in Developing Attitudes and Values

It appears evident that the business teacher who fulfills his or her responsibility in career education will have an important role to play in attitude and value development. Ways in which this responsibility can be discharged and this role filled are many and varied; the teacher *and* the situation in which the teaching-learning takes place will be important factors in what is done and how it is done. Whatever the level or degree of involvement, important outcomes are the motivating force for action.

The teacher is an important factor in attitude and value development in both an indirect and direct way; attention to one's own values and attitudes is an important aspect of becoming ready to deal with the values and attitudes of others. Teachers, as well as students, need to examine and foster those

[60]Plevyak, Paul P. *Exploring Accounting Careers*. Cincinnati: South-Western Publishing Co., 1976. pp. 4-14.

[61]Terkel, Studs. *Working—People Talk About What They Do All Day and How They Feel About What They Do*. New York: Random House, 1974. pp. 263-66.

values and attitudes in themselves which are deemed desirable. Value and attitude development, then, is a beneficial experience for both student and teacher.

Self-concept and self-image are important aspects to be dealt with; teachers can affect this concept in positive or negative ways through direct or indirect means. Developing positive self-concepts is essential to career planning and decision making.

Life-style concepts are basic to looking into various occupations and determining those career areas that might be most satisfying. Teachers can expose students to a variety of life-style considerations and help students think about the life-styles they prefer now and in the future.

Work values and perceptions of work add an exciting dimension to much that is taught in business classes. Seeing work in its proper perspective as well as understanding what makes up job satisfaction will greatly aid students not only in planning for a career but in experiencing satisfactory work adjustment that leads to job satisfaction.

Economic and social awareness is an element of career education to which business education teachers ought to make a significant contribution. Business teachers generally are well-qualified to deal with economic concepts, and business classes provide many opportunities to infuse economic and social awareness concepts into class activities. Understanding this aspect of work and careers rounds out the student's perception of what work, business, and careers are all about.

The business teacher's role, then, is an important one. Some teachers of other disciplines may also deal in these areas of concern as part of their instructional efforts. Schoolwide coordination of all efforts aimed at value and attitude development is desirable. It is important, whatever is done within a school system, for business education teachers to be an integral part of that total effort.

This role takes many business teachers into an area in which they have not commonly dealt; but it is one that can add a satisfying dimension to what is taught, and it will not take away from the essential subject matter which is to be presented and learned. This area of concern in career education goes beyond the psychomotor skill development and the cognitive learning in technical subjects; it helps to develop a "whole person" who is ready and able to engage realistically and fruitfully in career planning and decision making, leading to higher levels of job satisfaction.

3

Career Exploration

Most of the models of career education depict three important levels of career concern: awareness, exploration, and preparation. These models correctly portray levels of educational response but tend to simplify a more complex process. For instance, one does not "graduate" from grade 6 being "career aware" and then enter "career exploration." Nor does one accomplish all the career exploration that is necessary prior to grade 10 and then enter only pure preparatory programs. Both career awareness and career exploration are processes that occur throughout one's lifetime; both are processes that must be fostered in youth and adults alike. There is some exploration in awareness activities, and career preparation has some exploration dimensions. The semantics of descriptive terms are of value to educators and primarily serve pedagogical functions; in real life, we have a continuing career-long concern for both the awareness and exploration of careers.

The Career Exploration Process

The difference between career "awareness" and "exploration" is a rather nebulous one. For the purpose of this discussion, we will view "awareness" at its face value: simply becoming aware that certain occupations or careers exist. The awareness function is a most appropriate one for the early childhood years; most children do not perceive the wide range of occupations in their communities but tend to focus on the highly visible roles of nurses, doctors, teachers, fire fighters, mail carriers, police workers, truck drivers, and so on. Research also has revealed that sex-stereotyping of occupations begins in early childhood. Career education makes a real contribution to a young person's developmental process when insight is provided into the so-called "behind-the-scenes" or "invisible" occupations and sex stereotypes are negated.

Youth and adults continue to become aware of occupations as they are exposed to the world of work and its thousands of occupations. New job titles and new job functions occur at a regular and rapid rate, providing a challenge for all to keep up with new occupational and career opportunities. The awareness function theoretically precedes exploration, but for some the first step in exploration will be that of becoming aware that certain occupations or careers exist.

The exploration of careers suggests that the explorer goes beyond just becoming "aware" and discovers more detailed information about the occupation or career area. Exploration provides a depth of understanding and a "feeling" for an occupation or career that does not occur in the awareness stage. The exploration of careers transcends a variety of activities and can carry the explorer into actual hands-on job experiences in attempting to gain full appreciation for what an occupation really is all about.

The Need for Career Exploration

Early in the career education movement, regional conferences held by the U.S. Office of Education brought to the attention of business educators a primary and unmet need that they could help meet: providing more and better career exploration programs. Since business educators rarely become involved with programs in primary or elementary schools, the awareness phase was of lesser concern—although business educators are seen as having a valid role to fill as consultants and information providers for those who work with career awareness in the primary and elementary grades.[62] It also was felt that in general the career preparatory programs traditionally offered through business education programs at the high school and post-high school levels were adequate; the void that appeared was precisely in the middle between awareness and preparation: career exploration.

The need for career exploration is not merely a pedagogical or scholastic one—the failure of our schools to deal with the career exploration process is not necessarily the major need-creating factor. Increasingly our sophisticated society and our technological economy often prevent American youth from obtaining work experiences. Work laws, concerned with the age of employment and the conditions in which young people would be employed, close the doors to many work opportunities which previously have been available to our younger citizens. The home itself, a "victim" of modern technology and automation, provides fewer and fewer opportunities for young persons to experience a "work" function. The shields from the world of work are real; and career exploration seeks to remove those shields and to provide needed insights and experiences.

Sources of information and materials useful in career exploration were available prior to the identification of the need for career exploration. Many trade associations, business corporations, governmental agencies, and some commercial publishers produced pamphlets and booklets telling about a variety of occupations and careers. Too often, however, these materials were glorified portrayals with a "seventh-avenue" approach; they were written at too high a reading level to effectively reach seventh, eighth, and ninth-grade students; and they were not developed from a students' point of view. And materials which were available seldom found a place in curricular activity.

A noteworthy attempt to provide needed material was made by the National Business Education Association in March, April, and May 1972. In a series of nine articles, the *Business Education Forum* provided for teachers an excellent set of materials dealing with business careers. The editor's note that accompanied the first three articles contained this explanation: ". . . recognizing the need for up-to-date information on careers, NBEA has compiled nine articles dealing with the major occupational clusters represented in the world of work. (Note: This reference to clusters preceded the USOE's publication of the 15 clusters.) These articles are designed for use by business teachers and guidance counselors in assisting students in discovering the many occupational opportunities available and the preparation needed to embark on a rewarding business career." Articles in this series deal with planning a business career, business ownership, business teaching, clerical occupations, data processing, marketing and distribution, management, secretarial occupations, and

[62] Woolschlager and Harris, *op. cit.*, p. 232.

bookkeeping and accounting. The series was later reprinted in a special booklet for wider distribution.[63]

In terms of usage, materials generally were provided too late in the students' educational careers to be of maximum benefit; that is, it is a bit late to discover as a senior that the occupation in which you really are interested requires two or more years of math and at least one year of specialized preparation in high school. The need for better timing was evident. Students continuing education beyond high school often are viewed as not being in need of career information, yet their postsecondary school years generally are directly involved with career preparation and students wander or slip into preparation programs without the knowledge they ought to have about themselves and the careers for which they are preparing themselves. Career exploration programs which effectively reach out to *all* students at a time when they can gain the greatest benefit from it were, and still are, in great demand.

What Career Exploration Involves

Career exploration programs began to be implemented, but often there was a lack of understanding about career exploration and all that it needed to be. Career exploration itself is an important process, and it encompasses much of what was discussed in Chapter 2 of this monograph. Career exploration has some sophisticated dimensions to its activity based in part on the career development tasks discussed in Chapter 1. (See page 2.)

To summarize what career exploration is *not*, prior to venturing into a discussion of what career exploration *is*, we should acknowledge that it is *not* just reading information about jobs (although that is a rightful part of career exploration), it is *not* just making a visit to an industry or getting some work experience (although that too is a rightful part of the process), *nor* is it a study of the subjects that a given discipline offers (although in career exploration students should learn about courses of study which are available to them and which help them prepare for careers). Some previous attempts by business educators to provide business "career exploration" through courses that taught a "little shorthand, a little bookkeeping, a little typing, and a little something else" were inept attempts to meet a real need. It is the author's observation and conviction, based on much study and discussion with teachers and students, that the subject-oriented approach to exploration is a serious misnomer and does not achieve valid objectives for either the student or the career education program.

A number of attempts have been made to place career exploration into its proper perspective. An Illinois-based program, described by Anderson, Stitt, and Nystrom, focuses on getting teachers ready to conduct career exploration programs.[64] Activities identified for use in the exploration program include work experiences, hands-on experiences in laboratories, manipulation of tools and equipment to gain occupational competencies, perceiving the interrelatedness and interdependency of occupations, recognition of contributions and functions of specific occupations, and an evaluation of career competencies and requirements around a meaningful career development theme.

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[63] *Careers in Business* ($1) is available from National Business Education Association, 1906 Association Drive, Reston, VA 22091.

[64] Anderson, Marcia; Stitt, Thomas R.; and Nystrom, Dennis C. "Occupational Orientation and Exploration Programs." *Journal of Business Education*. February 1976. pp. 228-29.

Huffman, in giving a status report on the BO-CEC (Business and Office Career Education Curriculum) project, explains that in the exploration phase students are shown how skills are used in various business occupations, they are given practice using those skills, and they are given decision-making experiences.[65] The materials in the BO-CEC project bring a variety of insightful experiences before the career exploration students.

Ristau suggests that career exploration must go beyond merely providing job information and must not only identify "likes" or "dislikes" for certain jobs; among the important things that students should learn while involved in the career exploration experience are the following:

(1) Personal strengths and weaknesses
(2) Personal abilities and areas for improvement
(3) Characteristics of work done in job families
(4) Life-styles of people who work on different jobs
(5) Personal values that affect career choice and happiness
(6) Personal characteristics that affect job satisfaction
(7) The importance of making decisions based on factual data
(8) How to explore other job families.[66]

Each point is as important, if not more important, as learning about a specific job and whether or not it is liked. Reasons which underlie the likes and dislikes are important.

The career exploration experience, to be valid and to fulfill its rightful goals, must help students obtain a knowledge of themselves and careers, must provide some try-out experience—either actual or simulated, must provide opportunities to develop decision-making skills, and must assist students in formulating and evaluating career goals. Those career exploration programs which live up to this challenge are rich in learning experiences to which students readily relate. Career exploration approaches can be, and are, varied; but the primary focus of the programs provided needs to be centered on providing the necessary experiential learning.

Approaches to Implementation

Those who give leadership to the implementation of career exploration see various methods of accomplishing the task. Curricular approaches that use the infusion principle as well as noncurricular approaches that involve student organizations and community groups are appropriate.

Curricular approaches—infusion versus add-on. When considering the implementation of career exploration in the curriculum, the infusion process appears to be especially desirable. Career exploration can relate to many subject-matter courses that lend themselves to infusing certain kinds of career information and exploratory experiences. The funding of the BO-CEC project by the U.S. Department of Health, Education, and Welfare testifies to the desire of the federal government to augment the infusion principle; the BO-CEC project provides infusible materials, relating to the business and office occupational cluster, for application in junior high or middle school classes in English, math, and social studies.[67]

[65]Huffman, Harry. "A Status Report of the BO-CEC Project." *Business Education Forum* 29:3; April 1975.

[66]Ristau, Robert A. "Issues and Principles in Career Exploration." *Balance Sheet*, December 1975-January 1976. p. 162.

[67]Huffman, Harry. "The BO-CEC Project." *Business Education Forum* 28:33; February 1974.

Many career exploration projects and programs espouse the infusion principle and see it as the most desirable way to approach the task. The Michigan Department of Education, in providing an impressive array of materials suitable for use with the Michigan Model for Career Education, developed an "Infusion Handbook" to help teachers with the process of infusing into their subject matter concepts and activities that meet the career education challenge.

In spite of attempts to infuse, and in spite of the general advantage of infusion, some schools find it both necessary and desirable to add some separate courses, or major units in courses, in which the career exploration process is aided. Some schools find it advantageous to explore the entire range of careers, as depicted by the 15 USOE clusters, in a single course; other schools find it advantageous to have career exploration courses offered in special curriculum areas, such as a special business careers minicourse described later in this chapter.

Curricular approaches to career exploration have the advantage of potentially reaching all students. If infused into many courses, especially if those courses are basic or required subjects, all students potentially are exposed to and involved in career exploration. The success of infusion, however, depends to a great extent on the commitment of the teacher to follow through on the infusion aspect; even with well-constructed and adeptly infused career exploration, the teacher of the subject matter concerned can abort the career exploration process directly or indirectly. During the evaluation of the utilization of the BO-CEC materials, this author found the field-test teachers of math and English especially capable of infusing career exploration into their subjects; but it also was quite evident other teachers found the pressures of traditional content to be an overriding concern—especially when teachers of subsequent years or levels of that subject, e.g., higher levels of math, had obvious expectations for what subject matter was to be covered and mastered prior to students' entering their courses.

While infusion depends a great deal upon the skill and commitment of the teacher to be effective, add-on courses or major units do not give the teacher the option of not including career exploration in the course. These special courses or major units focus specifically on the career exploration experience and are geared to accomplish the specific, desired goals. The main drawback with special courses, however, is that typically relatively few students elect such courses or for one reason or another do not have an opportunity to enroll in the separate courses; major units often find little room in content-bound courses. Curricular approaches to providing career exploration, whatever the format that is used, are essential to a complete program of career education.

Noncurricular approaches. Noncurricular approaches include a variety of activities, many of which revolve around the guidance and counseling office. Career days, usually provided just for juniors and seniors, expose students to representatives of a large number of community-based employment and educational opportunities. Activities, such as career days or career fairs, although they tend to be "one-shot" in nature, are valuable if they are part of a larger effort to involve students in career planning and decision making. These career days or fairs also should involve freshmen and sophomore students who can benefit the most from a timely exposure to opportunities and expec-

tations of employers or higher education institutions. Classroom activities should augment and follow through on these special experiences, however.

Another common noncurricular approach is the development of a career information resource center in the library or educational resource center of the school. Such resource centers, often seen with a variety of media employed, attract some students who are not otherwise reached with career exploration materials. These career information resource centers are invaluable adjuncts to classroom instruction and often are used for supplementary purposes by teachers of career exploration.

The use of student organizations to assist the career exploration process is a common one in many schools. Some student organizations have taken a leadership role in providing opportunities for students to interview adult workers, to take field trips to business and industry, and to engage in simulated or actual business experiences. In addition, some schools have developed special clubs to aid the career exploration program. Gambino relates a variety of noncurricular activities that were early prototypes of career exploration functions in New Jersey: included were career clubs, summer exploration programs, video-recorders in career counseling, and career resource centers.[68]

The role of the counselor in career exploration is an important one. Counselors have special expertise in many areas of concern to the teacher of career exploration, including the use and interpretation of appropriate tests or inventories, the identification and selection of suitable materials, and the providing of specialized counseling which some students require. The counselor should be viewed as an important person with whom the teacher should work and cooperate. Counselors should be involved in classroom activities and should assist career exploration teachers whenever possible. Some counselors may prefer not to be concerned with career or occupational counseling, but it is unrealistic to attempt to counsel students in terms of their life pursuits and not to assist with this important aspect of their futures. While most counseling staffs try to avoid designating one counselor as *the* career counselor, some staffs have given some special responsibilities for gathering and maintaining materials and for coordinating with classroom teachers to one of their staff.

Career Clusters and Job Families

Whether curricular or noncurricular in the approach, attempts must be made to assure that narrowness is avoided and that students reach out in a broad exploration experience.

Several references have been made to the "clusters of occupations" described in Chapter I (See page 6). For career exploration purposes in business education, it has been found by most teachers that the clusters are too broad and encompass too great a range of occupations to be practical in terms of curricular organization. Therefore, the organization of occupations within the clusters into subgroups or "job families" has proven to be useful and practical.[69]

In business education, several job families help delineate and organize program activity within the clusters of "marketing and distribution" and "business and office." One set of job families that has been developed includes

[68]Gambino, Thomas W. "Junior High: The Exploratory Years." *American Vocational Journal*, March 1972. pp. 56-57.

[69]Nelson, Robert E., and Clow, John E. "Guidelines for Developing and Using Career Orientation Materials." *Balance Sheet*, October 1973. p. 53.

clerical, secretarial, accounting, data processing, retailing and wholesaling, and service.[70] Occupations found within these job families have basic similarities that are realistic in terms of career explorations, and the skills and knowledge required for jobs within those families are common among the many jobs included there. The opportunity to organize career exploration activities within those families of jobs gives a desired direction to students and teachers.

Benchmark, or typical, jobs within each family need to be identified and can then be explored in depth; important knowledge about all jobs within that family emerges. Benchmark jobs within the accounting job family, for instance, could encompass the specific occupations of accounting machine operator, accounts payable clerk, payroll clerk, cashier, cost accounting clerk, and junior accountant.[71] Higher levels of work in accounting, including CPA's and comptrollers, would be developed in looking at career ladders associated with each of these basic jobs. In the service job family, benchmark jobs would include travel agent, driveway salesperson, advertising account executive, hotel room clerk, credit interviewer, and real estate salesperson.[72] Learning activities and experiences organized around these particular jobs provide a vast amount of information and a desirable array of career insights.

Objectives for Career Exploration

As suggested in the preceding pages, those who wish to implement a complete and realistic program of career exploration have a broad perspective to maintain. Career exploration encompasses many facets and holds potential for many great teaching-learning experiences. Before looking into some of the specifics of program models, materials, and activities that have been developed, we need to consider the overall objectives of a career exploration program that espouses to implement its entirety. The following "principles and hallmarks" form the basis for evolving objectives which will help to meet the needs of all students.[73]

Career exploration programs should—

(1) Reach all students and occur at several grade levels.
(2) Consider the broad range of career opportunities.
(3) Include activities which actively involve students.
(4) Include desirable job information written for adolescents.
(5) Cause students to look at themselves in relation to job requirements.
(6) Provide for broad-based explorations and in-depth explorations.
(7) Provide a variety of simulated and real work experiences.
(8) Provide opportunities for decision-making experiences.
(9) Be continuous and articulated throughout the school and community.
(10) Enhance and enrich all curriculum areas and counseling processes.

Hallmarks of an ideal career exploration program are:

(1) All students are exposed to all occupations (clusters and families).
(2) Program activities at each grade level are coordinated within the grade and among other grades.

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[70]Ristau and Baggett, *op. cit.*

[71]Plevyak, *op. cit.*, 160 pp.

[72]Eggland, Steven A. *Exploring Service Careers.* Cincinnati, Ohio: South-Western Publishing Co., 1978. 160 pp.

[73]Ristau, Robert A. "Issues and Principles in Career Exploration." *Balance Sheet.* December 1975-January 1976. p. 164.

(3) All subject areas contribute to the program.
(4) Counselors and teachers work in close harmony.
(5) Special courses in career exploration, if offered, are supplemented with activities in other courses and counseling activities.
(6) Teachers and counselors are knowledgeable about many areas of work.
(7) Teachers and counselors are skilled in relating to individual students.
(8) Individualized instruction is available when needed.
(9) There is a variety of suitable materials available for use in the program.
(10) Discovery activities balance presentations of factual and informative materials.
(11) In-depth exploration, including directed work experience, is available to students who are ready for it.
(12) The total community, especially parents and employers, is aware of and involved in the program.

To the extent that objectives give us specific direction for implementation activities, it also is appropriate at this time to reflect on objectives for specific program areas. Clow presents objectives for career education in general business subjects and notes that "one major responsibility of basic business courses is to provide experiences whereby students can gain an orientation to the world of work with primary emphasis on business occupations."[74] He suggests that a unit that seeks to provide the desired orientation should answer such questions as: (1) What are the careers and groups of careers available in business? (2) What are the requirements, responsibilities, and opportunities for advancement in these occupations? (3) What is the outlook for employment? (4) What will be the emerging job opportunities? (5) What careers are related to students' personal goals, interests, and aptitudes? (6) What is the decision-making process that should be used in selecting a career? Clow goes on to note that an appraisal of these questions indicates that a variety of student activities could be provided. He includes these as an illustration: simulated work tasks, observation of individuals at work, analysis of positions through reading, communication with workers, analysis of personal interests and abilities, practice with decision making, and an analysis of economic factors affecting the labor force.

Writing in the *NABTE Review* in 1974, Ristau proposes general objectives for career exploration which include the following: provide "desirable job information suitable for the students' maturation levels," move from "broad-based . . . to in-depth explorations, provide opportunities for decision-making experiences," and "be continuous and articulated throughout the school and community."[75] In being more specific about desirable objectives, Ristau lists five which are desirable and should involve *all* students: students should (1) examine themselves in relation to occupational requirements, (2) consider the broad range of career opportunities, (3) analyze personal needs and interests, (4) develop tentative career goals, and (5) engage in the planning process required to meet goals. He concludes by noting that "career exploration must help students to understand the world of work, to appreciate its opportunities and requirements, and to see themselves in relation to jobs and career fields."

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[74]Clow, *op. cit.*, p. 30.

[75]Ristau, Robert A. "Career Education at the Junior High Education Level—A Time for Career Exploration Plus." *NABTE Review*, 1974, p. 29.

Materials and Activities

The BO-CEC project. Several references already have been made to the BO-CEC project which was developed under the direction of Huffman and resulted in a series of materials published and distributed by NBEA.[76] This project involved classroom teachers in the development, field testing, and refining of materials suitable for infusing into seventh, eighth, and ninth-grade core subjects of English, math, and social studies activities which explore the cluster of "business and office occupations."

The format for the BO-CEC materials, which were successfully tested and implemented and which have been well received by educators in the three disciplines involved, is to provide resource units that include statements of purpose, major activities, and suggested procedures; optional activities also are included. An example, taken from Unit 2 of the English resource guide, deals with ways in which a receptionist "uses verbs on the job at a television station." The purpose includes helping students reinforce their knowledge of standard verb usage while acquainting them with the type of work performed by a receptionist. The major activity is a six-page "simulation of the work performed by Brenda Allen." Students read background information on receptionists, become familiar with the primary duties of a receptionist, experience taking a message, make an appointment for a caller, read a program director's manuscript to locate and correct errors, and reflect on the question "Would I like to be a receptionist?" A matching game provides experience with the clerical task of matching words and numbers; other activities suggested for this unit include having students act as a class receptionist, comparing the roles of secretaries and receptionists, role playing a situation dealing with an angry caller, and inviting the telephone company to demonstrate a tele-trainer in the classroom. Field trips and interviews also are suggested activities. A final outcome of the project was the publication of materials for use in business education classes.

Minbiole and Dooms report favorably on their experiences with the BO-CEC materials during the field-test period. In personal discussions with these two teachers, the author learned that they both saw great potential in the infusion of these career exploration materials in their classes. Dooms, who worked with the math materials in a ninth-grade class in Detroit Northern High School, discovered higher levels of motivation developing through the BO-CEC materials and saw better class attendance on those days when the BO-CEC materials were to be used.[77] Minbiole, who worked with the English materials in an ungraded middle school in East Detroit, encountered some minor difficulty with the infusion of materials based on a commitment to his "literature's integrity," but he was enthusiastic and positive about the entire process and saw benefits accruing.[78] The BO-CEC project is the most extensive and intensive infusion effort that has been brought to the attention of this author.

Classroom approaches and strategies. Nelson helps clerical students with career planning by using a "simple three-section form . . . (for) a searching

[76] BO-CEC project, *op. cit.*

[77] Dooms, Ingrid. "A Review of the BO-CEC Resource Guide for Ninth-Grade Math Teachers." *Business Education Forum* 30:7-8; December 1975.

[78] Minbiole, Craig. "A Review of the BO-CEC Resource Guide for Junior High School English Teachers." *Business Education Forum* 30:3-7; December 1975.

self-examination."[79] The form poses three basic thought starters: (1) where I want to be in (1 to 25 years), (2) what I need to know and be to get there (1 to 25 years), and (3) how I am going to get the experience, skills, attitudes, and knowledge needed at each level (1 to 25 years). The author notes that the use of this form has been effective, and it "makes meaningful the idea that education really is a lifelong process."

In discussing the exploration of careers in distributive education, Eggland suggests that "student involvement is one key to success in the selection of strategies for career exploration."[80] He notes that realism is important, and he lists eight techniques that can add desired variety to the career exploration process: (1) working out crossword puzzles using career exploration words, (2) role playing a salesperson, (3) hearing from local resource persons from the retailing community, (4) brainstorming ideas for new business services for the community, (5) taking field trips to wholesale and retail businesses, (6) holding panel discussions of persons employed in distributive occupations, (7) making field observations with student reports on their experiences, and (8) sponsoring debates on issues dealing with advertising.

Harwood suggests a "Business Careers Course" for potential dropouts.[81] The course would utilize community resources and would include a motivating unit on "How To Get a Job." Students would review want ads; participate in skits, games, and panel discussions dealing with job interviews; complete application forms; and take aptitude and interest tests. "Personal Qualifications" activities would logically follow the "How To Get a Job" experience, and a desire to participate in a variety of other investigations and studies would be created by the awareness and orientation provided by these two activities. As with Eggland's observation, student-centered activities would be a key factor in the program's success.

Green, in a special 10-week minicourse on business careers using both locally produced and commercial materials, provides the following among the experiences designed for her students: (1) developing a folder on "anything and everything" students can find that pertains to business, and making collages from those materials; (2) providing "hands-on-experience" work projects solicited from teachers and administrators; (3) responding to and analyzing local "Help Wanted" ads, using role playing, simulations, questionnaires and games to make the unit more meaningful; (4) preparing career booklets following specific guidelines, and (5) setting up a "Resource Persons" file. Green notes that she has had a "busy and challenging experience" and plans to continue to "explore and discover business with my students."[82]

Many of the materials used in career exploration are teacher-made and are adapted from the successful experiences of others. Nelson and Clow present guidelines for developing and using career orientation materials.[83] Teachers are encouraged to help students "become better acquainted with occupational alternatives" and to actively become engaged in some of the "tasks of occupations." Guidelines which they present for enhancing "realistic

[79]Nelson, Pauline H. "Career Planning for Clerical Students." *Business Education Forum* 29:15-16; May 1975.

[80]Eggland, Steven A. "Exploring Distributive Careers." *Balance Sheet*. March 1976. pp. 258-59.

[81]Harwood, Frank R. "Business Careers Course." *Balance Sheet*. April 1975. pp. 297-99.

[82]Green, Edna M. "Experiences with Exploring and Discovering the World of Business." *Balance Sheet*. April 1976. pp. 304-05, 328.

[83]Nelson and Clow, *op. cit.*, pp. 52-55.

classroom practices" include the following: (1) build on prior learning experiences; (2) utilize broad "occupational fields or organizing units" for instruction; (3) determine occupational areas within each cluster; (4) select representative occupations within each area; (5) establish occupational families within each area; (6) determine common tasks within an occupational family; (7) use a variety of student-centered exercises to illustrate common job tasks, including role playing, discussing case problems, and visiting local businesses; (8) have students assess their own interests, abilities, and goals; and (9) develop a career plan. Nelson and Clow find these activities beneficial to students as they seek to "increase their knowledge of careers, develop decision-making skills," and "construct a career plan to help chart their future courses of study and work."[84]

Osborn uses an idea for having fun while learning about careers in business—a "Careers in Business Bingo" game that capitalizes on the desire for students to be involved and to "enjoy" a learning experience.[85] She notes the objective of the game to be that of discovering "career possibilities and opportunities as a step toward selection of a possible career goal in clerical, stenographic, distributive, and accounting-data processing occupations." (She uses the game as part of an eighth-grade careers-in-business course.) In using the game, the teacher reads a statement that identifies a particular job with which students should be familiar; students attempt to locate the title for that job on their bingo card; when a student "wins," he or she "reads back the occupational titles which constituted the win and gives a task performed by this person, a quality this person should possess, and/or educational requirements to be successful in this career." The game integrates much of the knowledge needed by young people about careers which they are exploring.

A field-force analysis of career goals is an exercise which causes the individual to do some critical thinking about a career goal. This exercise seems especially suitable for business careers explorations since it uses a business-management approach. The use of the exercise is preceded by discussions of hypothetical career goals as well as positive and negative forces that affect attainment of the goals. Then students analyze their own goals in terms of those positive forces which are "going 'for' them" as well as those negative forces which are "going 'against' them" and must be overcome or dealt with in following through on planning for their careers. An example of field-force analyses for goals of becoming a store manager and a CPA are provided in the April 1975 *Business Education Forum*.[86]

Winn suggests "incremental learning" for career exploration in distributive education.[87] He notes "some critical administrative and learning problems" which must be solved to meet the needs of a well designed career exploration program: among these are individualization, flexibility, student stimulation, and application of knowledge. He suggests that teachers identify a list of major jobs within distributive education (or the career area to be dealt with) and then from that list select the "high density tasks" associated with

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[84] *Ibid.*, p. 52.

[85] Osborn, Karen J. "Careers in Business Bingo." *Balance Sheet*, March 1974, p. 247.

[86] Ristau, Robert A. "Career Education in Basic Business." *Business Education Forum* 29:6; April 1975.

[87] Winn, Charles S. "Incremental Learning for Career Exploration in Distributive Education." *Business Education Forum* 27:28; December 1972.

each major job. A list of task analyses in the various "high-employment positions" leads into explorations developed for curriculum use with the emphasis on "exploration experience rather than skill development." He describes career exploration incremental learning units as "multivisual, highly individualized, microlearning bodies designed for learner involvement within the career phenomena." The units contain a "pre-exploration experience" which places the learner in an "actual work task situation." The end objective of the learning is to permit the student to make a "tentative decision regarding career possibilities." The role of the teacher is seen as that of "manager and stimulator rather than a lecture dispenser." Winn concludes by stating that "career exploration in distributive occupations is essential to a vigorous and dynamic distributive education program for the future."

Baker describes an orientation project in banking used at the fifth-grade level in Illinois.[88] Following an awareness program in primary-elementary grades, students are given a banking experience designed to "correct false assumptions children have about the banking process." The exposure to business practices and functions is followed by an eighth-grade program in which four subjects are offered on a quarterly basis: home economics, applied arts, agriculture, and business. Students explore these areas for nine weeks; the goals include developing skills and acquiring knowledge of "immediate benefit for life's experiences", and also for "decision-making processes in the years to come."

Commercial materials. Commercially prepared materials in career exploration are available in many varieties from many publishers, but only a few of these can be reviewed here. (Note: See the NBEA Career Education Handbook for information on other materials available.) Materials from these publishers lend themselves to infusion or to separate courses.

King Features, creators of the Popeye comic books, produced 15 comic books in which Popeye, Sweetpea, and other "friends" help students explore the 15 occupational clusters. The comic books find a variety of uses in resource centers and as supplementary reading in courses.

Timed Writings About Careers, developed by Fries and Clayton, provides materials usable in typewriting courses.[89] This usage infuses important career information into one of the basic business education courses and can be used by teachers to emphasize various points of information about a variety of business careers. Students, in the process of practicing the timings contained in this publication, in reading the material while proofreading and scoring timings, and in taking time to have a brief discussion on the content, are exposed to important material about what it takes to succeed in careers in business. This is a good example of skillful infusion in a skills-oriented subject.

The Gregg Publishing Division of McGraw-Hill Book Company developed a career exploration series consisting of two basic texts, *Exploring Marketing Occupations* and *Exploring Business and Office Occupations*.[90] Entitled the "Careers in Focus" program, the stated purpose is to "help students to

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[88]Baker, Jerry. "They're Banking on Career Orientation." *Business Education Forum* 30:11; December 1975.

[89]Fries, Albert C., and Clayton, Dean. *Timed Writings About Careers*. Second edition. Cincinnati: South-Western Publishing Co., 1975. 95 pp.

[90]Winn, Charles S.; Vorndran, Barbara Sethney; and Smith, Gary R. *Exploring Marketing Occupations*. New York: McGraw-Hill Book Co., 1976. 160 pp.; and Winn, Charles S., and Peterson, Marla. *Exploring Business and Office Occupations*. New York: McGraw-Hill Book Co., 1976.

think in realistic terms of themselves as potential workers." The material is designed to be "taught within the context of a subject area class or a separate career exploration program." Supplementary materials include listening tapes and filmstrips.

The South-Western Publishing Company developed a "Career Information Series" which consists of text-workbooks dealing wih career exploration in clerical, secretarial, data processing, accounting, wholesaling-retailing, and service occupations; a seventh text-workbook, designed as the lead-in text, explores careers in business on an overall basis.[91] These materials also emphasize student involvement in the learning process, and they are organized around a series of five paths identified as: The Importance Path (where the jobs are found and why they exist); The People Path (career stories of people who work in various benchmark jobs); The Requirements Path (what employers expect of employees and how students can prepare for future jobs); The Try-out Path (simulated experiences for students based on job analyses); and The Future Path (looking into career ladders and future employment prospects). A variety of games and exercises are provided for the students. This career series also can be used in a separate careers course with one or more of the text-workbooks being studied after the lead-in book is read; or the individual text-workshops can be incorporated into the instructional program of basic courses, such as accounting, shorthand, and typewriting, and used as supplementary activities either on a group basis or on an individualized learning basis.

In both of these commercially produced programs, the authors provide a number of ideas for supplementary learning activities to augment the text-related activities. Activities such as field trips, interviews of workers, independent study projects, bulletin board displays, collages, and student-developed games are suggested as enrichment activities that will help produce motivation and lead to meaningful learning.

General business books, used in courses which lend themselves readily to an infusion of career exploration, reflect in recent editions the emphasis placed on meeting career development needs. Textbooks in this general business area have traditionally contained helps in gaining insights into the work world, employer expectations, and rudimentary aspects of career planning. A review of general business textbooks published over the past few decades, however, will reveal such units as the final units in the book or as appendix items. A recent trend in general business books is to put the career exploration topic in an earlier mode. DeBrum and others introduce career planning and exploration as Unit Three and follow up that unit with a "Career Focus" activity at the end of each subsequent unit.[92] In the unit dealing with career planning and exploration, students are introduced to facts about the world of work, the importance of career planning, and steps involved in the exploration process. Workbook exercises augment this unit and provide help with examining self-concepts and self-image along with career investigative activities.

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[91]Ristau, Robert A. *Exploring Clerical Careers*. 1974; Reel, Rita. *Exploring Secretarial Careers*. 1975. 176 pp.; Baggett, Harry W. *Exploring Data Processing Careers*. 1975; Plevyak, *op. cit.*, 160 pp.; Eggland, *Exploring Wholesaling and Retailing Careers*. 1976. 160 pp., and *Exploring Service Careers*. 1978. 160 pp.; and Ristau and Baggett, *op. cit.*, Cincinnati: South-Western Publishing Co.

[92]DeBrum, S. Joseph, Haines, Peter G.; Malsbary, Dean R.; and Daughtrey, Anne Scott. *General Business for Economic Understanding*. Cincinnati: South-Western Publishing Co., 1976.

Price and others indicate that being alert to the need for thinking about careers and planning ahead is an important part of a study of business. Expanded career coverage in their textbook introduces the topic as Unit 10 in discussing "You As a Worker." Their treatment includes looking at the world of work, choosing an occupation, and finding and applying for employment. Supplementary materials reinforce the unit.[93]

The Business Teacher's Role in Career Exploration

As with so many other aspects of teaching-learning, the teacher's role is indeed an important one in career exploration. In a real sense, the teacher is forced to be a learner along with his or her students. The world of work that encompasses the clusters of marketing and distribution and business and office occupations is too broad and encompassing and too subject to rapid change for any one person to be an expert and up to date in knowledge of all occupations and all areas. This is a challenge which hopefully will be met with enthusiasm by teachers of career exploration—it should add a dimension of excitement and motivation for the teacher as well as the student. It is important for the teacher to admit what he or she does not know but is willing to find out.

A characteristic of effective business education programs over the years has been a close and meaningful working relationship with the business community. That relationship is very much needed in career exploration to provide desired, up-to-date information; and the relationship is strengthened as the business community participates in the career exploration program in an effective way.

The business teacher who explores careers and guides the explorations of his or her students must become a student of the career development process. There is a parallel with the teaching of psychomotor classes in which skill-development procedures and techniques must be understood and employed, and there also is a similar feeling of satisfaction that conscientious teachers get as they observe their students growing in personal insight and knowledge as well as an understanding of the world of work and in the ability to make decisions. The psychic rewards of career exploration are numerous.

The skill of the teacher also is needed in helping to arrive at the decision as to how best to implement career exploration. The advantages and disadvantages of infusion versus separate courses or major units need to be weighed in light of the situation as it exists in a specific place. Whatever the approach used, curricular and/or noncurricular, the teacher stands out as a significant individual, and a commitment to the important function served by the career exploration process is important. Making the best possible opportunities available to the students, presenting information in an effective manner, permitting students to engage in discovery experiences of their own, and helping students to evaluate what has happened and what they have learned about themselves and the world of work are key tasks for the teacher of career exploration.

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[93]Price, Raymond; Hall, J. Curtis; and Blockhus, Wanda. *Business and You*. New York: McGraw-Hill Book Co., 1979.

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Career Preparation

Kenneth Hoyt is quoted in the fourteenth yearbook of the National Business Education Association as saying vocational education (career preparation) is the "bedrock of caree.' education."[94] Dr. Hoyt's comment underscores the importance of providing a valid preparation for a career as part of the total effort in career education. Career preparation is the capstone experience of the program and is closely related to vocational education; certainly vocational education programs play an important role in this aspect of career education.

Career preparation must extend beyond those boundaries typically established for vocational education through laws such as the Vocational Education Act of 1963—which excluded professional music careers along with any requiring four-year college degrees—and its subsequent amendments. In career preparation, there must be a genuine attempt to make available to students preparation programs for careers which encompass a wide range of possibilities. It is the career preparation phase of career education that can present the most difficult—and the most costly—challenge to a school district which seeks to implement a total career education program.

The Mandate for Preparation

Following orientation and awareness experiences and after students explore careers and make decisions as to their desired future career pursuits, making the preparation for those careers possible is a moral, if not legal, obligation of the school's leadership. To leave a student without a valid preparation opportunity after the awareness and exploration phases have ended would be both unfair and unfortunate.

Career preparation does not appear to lend itself to the infusion process as viewed in career education although some special career emphasis can be added to several courses. Career preparation, in general, demands special experiences which require separate treatment; preparation opportunities can be provided within the school or outside of it—and possibly through a combination of both. Programs of cooperative education, which can augment classroom instruction in any area in a coordinated and controlled manner, are an important part of career preparation.

Career preparation programs, to be effective, must be accepted by all within the school as being a rightful and essential part of the total program of education the school offers. Career preparation courses and activities must be established as full and accepted partners with academic courses and activities of the school.

Classroom instruction that is realistic in terms of current and projected business practices, including both methods and equipment, must be part of career preparation. Many of the traditional vocational office and distributive

[94] Woolschlager and Harris, *op. cit.*, p. 228.

education programs meet most of the requirements and desired goals of career preparation. Nevertheless, career preparation as part of the career education thrust presents some new challenges and opportunities for business education.

New Challenges for Business Education

Although generally it is not possible in education to clearly and conclusively relate a particular innovation or manifested concern to any one movement, there often are relationships that can be established. Two such relationships appear with respect to career education: one is the matter of removing sex stereotypes and providing career preparation opportunities for the so-called nontraditional occupations; another is an emphasis on providing preparation for all students who can benefit from instruction, including "early school leavers."[95]

Overcoming sex stereotyping. Church expresses a valid concern over the sex-role image in business and office occupations and lists impending issues as (1) neglecting female students in preparation for a lifetime career; (2) declining enrollments among female students due to emerging skilled and unskilled jobs opening to women; (3) the need to attract more male students into office education programs; (4) the need for courses which provide career exploration and describe career paths available through entry jobs; and (5) meeting current societal needs through upgrading the office cluster training program.[96]

Dealing with the issues identified by Church begins in the awareness and orientation phases of career education and continues through exploration into preparation. Considerable attention typically is given to this area of concern in awareness and exploration programs through discussion, the use of role models, and in materials that depict both women and men in nontraditional occupational roles. The test of the commitment to this changing aspect of life in the business world is the extent to which schools can attract *and hold* men in classes typically considered to be "female-type courses" and attract *and hold* women in classes typically considered to be "male-type courses." Attitudes of teachers, counselors, administrators, and parents, as well as students, must be dealt with if this is to be a successful effort. Nonverbal communication within the classroom and the nature of the materials, procedures, and illustrations used must all come under scrutiny if we are to successfully overcome the problem of sex stereotyping.

There appear to be no easy answers in moving toward the solution to this problem; the solution does not lie totally within the school or classroom but is embroiled within many factors in society at large and encompasses basic attitudes, values, and mores. Nevertheless, business educators must do their part in alleviating and correcting the situation facing the men and women, girls and boys, who desire to prepare for and enter into nontraditional occupations. Efforts by business educators include an examination of personal beliefs and attitudes followed by a concerted effort to communicate effectively the benefits and the rationale for an individual being given the right to pursue the occupation which she or he most desires without the necessity of combating artificial barriers.

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[95]Marland, *op. cit.*, pp. 13-27.

[96]Church, Olive. "Career Exploration Through Business and Office Education." *Balance Sheet*. September 1975. pp. 4-6.

Reaching out to more students. Business education prepares students for careers where the greatest employment needs exist today and in the future. Whether we refer to the tremendous need for persons qualified to fill secretarial positions (over 60,000 jobs went unfilled in 1978) or the continuing opportunities for rewarding careers in the ever-expanding merchandising and retailing industry, the job market and placement potential favors individuals who prepare for business careers. Attracting persons into those preparation programs which are best suited for them, and serving in those programs *all* who wish to enter and who can benefit from the instruction and training, is a basic challenge placed before business educators.

In career preparation, students must be challenged and permitted to become job-competent and job-ready; the common preoccupation with having students "pass a course" or meet arbitrary course or textbook requirements must be replaced with new objectives. For example, the student who desires to enter an office occupation might be an excellent machine operator—one of the best in the class—but might be somewhat deficient when typing letters, filing correspondence, or transcribing from machine dictation. For that individual to emerge from the career preparation class as a "failure" or "near-failure" because he or she could not master *all* of the skills set forth in the class outline or included in performance objectives established for the program is to abort the basic career education philosophy. That student needs to emerge from the office career preparation program with a positive self-concept along with a confidence in his or her ability to perform at high levels the duties and functions of a duplicating machine operator. There are good opportunities in many businesses for this kind of individual; career preparation in business education should open the door to that job opportunity for appropriate students.

In addition, there are those students who have various handicaps and disabilities who must and can be served effectively in the mainstream of the career preparation programs. Assessing the skills, abilities, and aptitudes of these students is a joint responsibility of the business teacher along with others who are skilled in dealing with individuals who have special needs. Career education legislation and other related public laws and regulations clearly place the responsibility for such program accommodations in the hands of the professional educator. It is an outgrowth of a legitimate concern for the best career education for all individuals.

Challenges to traditions. It has often been the response of the author, when asked the question, "What should business education do in career preparation?" to say that business education should do all that it has been doing in the past but do it even better than before and update and expand those offerings as emerging needs and new opportunities are presented. It is not meant by that response to a serious question to oversimplify the answer nor to suggest that the response is an easy one. Yet, embodied in that answer is exactly what business education must do—and it can be done in a variety of ways. Sensitive and creative teachers will find the process of responding to this challenge to be exciting and rewarding.

In a 1974 *Business Education World*, Bettis and Moore describe a variety of programs that were considered exemplary in the early stages of career

education implementation.[97] Many of these deal with business occupations in the marketing and office areas. Included in their discussion is an Arkansas grades 10–12 "School and Business Relationships" program; a California "Career Education Research and Development" program which developed learning models; a Pikeville (New York) project which developed a "Universe Model of Occupational Education, K-12"; and a Milford (Delaware) project which developed a "K-12 Work Experience and Cooperative Education Model." Ristau and Lambrecht, writing in the *American Vocational Journal*, note ways in which business education keeps pace with business and industry through various instructional and equipment innovations that make many business education classrooms and labs relevant to employer needs.[98]

Objectives in Career Preparation

Objectives to be met by several occupational components of business education are addressed in the 1974 edition of the *NABTE Review*. In discussing preparation for the distributive occupations, Samson notes the diversity of the occupations in the field of marketing and distribution and suggests that close attention be paid to the competencies required by distributive workers.[99] Studies done by Crawford, Ertl, Peck, and Denman are cited as having a "sufficiently broad basis to provide meaningful guidelines" for career preparation purposes. Samson further states that implementation, rightfully a local-level concern, requires the cooperation and mutual planning of distributive education students, teacher educators, local supervisors, and distributive teachers. He sees among the challenges to be met the need to develop an understanding of the free-enterprise system, the development of a meaningful analysis of distributive workers, and concentration on that which is "occupationally important." A basic objective for the distributive education area is that "each person would have the opportunity to prepare for his chosen area of work in a manner appropriate to his capacity, his learning style, and his pace."

In looking at an "Office Education Career Development Program," Keller sees the implementation of goals for office education requiring a variety of meaningful activities.[100] Keller suggests that conducting community manpower surveys, completing needs assessment profiles for learners, expanding opportunities for cooperative education, and including a program of intensive training for learners who decide to leave school prior to graduation are among the challenges to be met. The utilization of "support personnel," such as a school artist, a media librarian, a materials editor, and lay advisers assigned to the school from business and industry, is one of the implementation activities that organize necessary resources as identified by Keller.[101]

Clow sees the role of general business subjects, those which are not specifically included among the vocational-oriented office education and distributive education courses, as that of assisting primarily with attitude devel-

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[97] Bettis, Glenn, and Moore, Allen B. "Business Education in Career Education: Exemplary Programs and Selected Publications." *Business Education World*, March-April 1974, pp. 12-13.

[98] Ristau, Robert A., and Lambrecht, Judith. "Business Education Keeps Pace." *American Vocational Journal*, September 1974, pp. 40-42.

[99] Samson, *op. cit.*, pp. 43-45.

[100] Keller, *op. cit.*, p. 35.

[101] *Ibid.*, pp. 35-36.

opment, problem solving, economic and legal literacy, and developing in students the "joy of learning."[102]

Content presented in courses such as business law, economics, geography, accounting, and business principles and management, however, do make contributions to the total career development of a student; those contributions are supportive in nature to the more specific skill-development and worker competencies developed in the more vocationally oriented courses. Nevertheless, teachers of these traditional but important general business subjects should be cognizant of the important role which they and their courses play in the total preparation of the individual to enter the world of work effectively and efficiently.

Nontraditional and Emerging Occupations

The need for business educators to relate to nontraditional occupations might seem on the surface to point only at the lack of male enrollments that characterize many business education programs. Despite the need and the opportunities for men to have meaningful secretarial careers, for instance, the number of men enrolled in secretarial-preparation programs is negligible.[103] Yet the need exists—and the challenge is before business education. In addition, there is an opportunity for business educators to point the way to future careers in business management and entrepreneurship for women who enter the business world. For many, the secretarial position can be an entrée into management positions; and the total role expectation of female students can be enlarged.[104]

The potential for students to participate in the free enterprise system as an entrepreneur is one that business education programs can and should relate to. Although our society can rightfully be characterized by a dominance of large businesses, readying individuals to take advantage of the opportunity to establish small business operations (through franchise agreements or sole proprietorships) should be an important part of the preparation program offered by business education. In discussing "A Career as a Business Owner," Hall and Jackson cite the work done by owners as "exciting and varied" and note that opportunities are "almost without limit."[105] Business ownership and entrepreneurship is one of the enrollment areas of business education that needs to be boosted.

Emerging occupations that occur due to the advancement of technology and new systems, especially in areas such as word processing, records management, and shopping center operations, should be in the forefront in planning for business education career preparation programs. New job titles, new job descriptions and role expectations, and new opportunities for advancement and promotion all need to be known to and understood by those business educators who would participate in the career preparation program.

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[102] Clow, *op. cit.*, pp. 38-39.

[103] Rowan, Roy. "Can the C.E.O. Hang On to His Secret Weapon?" *Fortune*, March 12, 1979, pp. 120-130.

[104] *Ibid.*

[105] Hall, J. Curtis, and Jackson, J. Howard. "A Career as a Business Owner." *Business Education Forum* 26:20-23; March 1972.

Placement and Follow-Through

Career preparation, in the total perspective of career education, holds one additional aspect of importance to business education: placement and follow-through. Again, this is a dimension of career education that is not unfamiliar to business teachers—yet, the extent to which business educators have participated effectively in helping students locate, successfully apply for, and obtain jobs is subject to examination and evaluation as the result of career education implementation.

This dimension of career education, a hallmark of effective vocational programs, causes the school to be concerned with the student's welfare beyond the completion of the course of study and is an exciting and important one. This is accountability at its finest; efforts made in this direction add a vitality and a reality to courses that can improve many facets of instruction. Whether this placement is done as part of an organized, total school effort or whether it is done on a formal or informal basis within a business education department, it is an important service to be provided to all students.

Using Community Resources

Another characteristic basic to career education, and one that has a "renewal" potential for business education, is that of involvement with the total community. Using local persons, both from the business community and from the lay-citizen/parent groups, to help plan, establish, and evaluate the business education career preparation program is an essential part of implementation. While the utilization of the total community is not limited to career preparation and is very effective in programs dealing with the awareness and exploration, efforts to keep up to date with developments and opportunities in the world of business are extremely difficult without a wholesome involvement of business educators in that community. Participation through membership in business professional organizations, such as the Administrative Management Society, National Association of Secretaries, and the American Records Management Association, is one way in which this responsibility can be fulfilled. In addition, the effective use of advisory committees by each school involved in the career preparation effort is a vital step.

Calhoun and Finch discuss advisory councils for career education in terms of a public relations effort.[108] They see the establishment of a "closer contact between schools and business and industry" as having many benefits, among them that of enhancing the "relevance to programs" of career preparation. Functions of these committees, as seen by Finch and Calhoun, include listing specific skills and technical information to be dealt with in courses, recommending competent individuals from business and industry as potential instructors, helping to evaluate the program, assisting in the recruitment of students, and assessing program needs in terms of the entire community.

Business education can benefit from the use of consultants and resource persons from the business community in a variety of situations in career education. Through studies and surveys, business education can keep up with changing technology and employer expectations. This involvement also will help the employing community become aware of what is being done in the

[108] Calhoun, Calfrey C., and Finch, Alton V. *Vocational and Career Education: Concepts and Operations*. Belmont, Calif.: Wadsworth Publishing Co., 1976. pp. 384-85.

schools, what the potential is for obtaining employees who are well schooled and trained in modern methods and procedures, and what role it can play in assisting business educators in performing their roles in career education.

Instructional Innovations

Changes reflected in the instructional program based in part, if not entirely, on a new focus and motivation provided by career education are not always readily observable. Motivated teachers, knowledgeable about career education and keenly aware of the career development needs of their students, will modify instruction and provide learning experiences as the "teachable moment" presents itself.

A number of business educators, through writings in professional journals, have shared ideas for instructional modifications based on career education concepts and objectives. Following is a summary of some of those writings.

Accounting. Weaver suggests that students be provided with a clear picture of how accounting skills and knowledge can be used in various business careers.[107] He further notes that when students "see a relationship between the material they are being asked to learn and their eventual career goals, they become more motivated to learn." Weaver then sets forth a "flow of units" for a "career-oriented" accounting program, and he shows how 19 different office occupations use the skills and knowledge taught at various points along the "flow of units." For example, he notes that a stenographer will benefit from knowing the accounting cycle and about banking activities; a stock control clerk will find the information learned about receipts and payment systems and sales subsystems to be of career value. The accounting clerk, audit clerk, and "full-charge bookkeeper," of course, find the total course content to be of specific career value.

Merrick and Chickadonz describe a career-oriented approach to bookkeeping/accounting as adjusting the course so as to better serve inner-city school students who otherwise were not enrolled or were not reached by previous instruction.[108]. The authors refer to a "program approach" which included the following steps: (1) an attempt was made, through the use of an advisory committee, to determine whether or not there were jobs available in the community and what skills were required for entry into those jobs; (2) instructional material was researched to identify that which would best produce the desired competencies, and instructional units were written for seven local jobs identified; and (3) basic core units applicable to all bookkeeping/accounting jobs were developed, including some which emphasized legible handwriting, spelling, telephone usage, computations, and filing since those areas were stressed by the advisory committee. The classroom itself was arranged in such a way as to "look as much like a modern office as possible." An orientation of students preceded the presentation of accounting content, and the classroom performance of students in the modified course indicated that a successful program was developed.

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[107]Weaver, David H. "Implementing Career Education Concepts in the Accounting Program." *Business Education World*. January-February 1974. pp. 12-13.

[108]Merrick, Norman, and Chickadonz, Lavon. "Career-Oriented Approach to Bookkeeping/Accounting." *Business Education Forum* 29:18-19. November 1974.

Smiley discusses the use of "flowcharts to teach career concepts" in accounting with an emphasis on human relation skills.[109] He notes that "world of work relevance in education programs is important not only because it fosters human relations skills but because it also helps students to visualize and understand the total picture of the work place." He sees the process of helping students focus on career goals as being consistent and compatible with the development of "technical skills associated with the accounting field."

Typewriting. Winger discusses the use of typewriting composition projects "with an occupational thrust" as a way of relating typewriting to the career education movement.[110] While the typewriting class in its basic form develops skills and knowledge applications that are essential to many office and business careers and are useful in virtually all business careers, he sees a particular opportunity to fill a "void" which often exists in the teaching of typewriting when it comes to composing (and thinking) at the typewriter. He identifies 13 projects appropriate for this purpose, and he notes that it is the teacher who must make the "final decision as to how each project is to be handled." Among the projects he describes are the following: interview someone in the community who uses the typewriter a great deal in daily work activities and type a summary of the interview; find a picture of an actual office situation where the typewriter is being used and type a list of all of the typing activities portrayed; and interview someone from the school's office and type a report noting the different reports and forms that are prepared on the typewriter.

Fries and Clayton, in providing a set of timed writings about careers, provide material useful to typewriting teachers in incorporating important career concepts into their classes.[111] Several of the timed writings provided by these authors develop insights into business functions and careers which are valuable as a part of the total career preparation of students looking ahead to careers in business.

Shorthand. McIntosh provides ideas useful for teachers of shorthand who wish to enhance the career preparation of their subject.[112] She notes that students can be made aware of employers' expectations and needs through shorthand dictation material which addresses some key concepts and understandings. While the development of the basic shorthand skill itself is an essential job skill for many secretarial positions and needs to be developed to job-competency level, there are innovations possible as part of the instruction that add to general knowledge and do not take away from basic skill development. McIntosh provides an example of how a teacher might relate to a specialized area by using memos between "the director of personnel and the director of a corporation legal department." These written communications give information about duties, special skills, traits, and aptitudes required of a legal secretary and legal assistant. She points out that "depending upon the amount of time you feel you can devote," the following activities would be appropriate: (1) after dictated material is transcribed, list duties and traits that are required; (2) discuss the importance of keeping information confidential;

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[109] Smiley, James. "Using Flowcharts To Teach Career Concepts in Accounting." *Business Education World*. March-April 1977. p. 3.

[110] Winger, Fred. "Typewriting Composition Projects with an Occupational Thrust." *Business Education Forum* 29:6-8; April 1975.

[111] Fries and Clayton, *op. cit.*

[112] McIntosh, Harriett. "Career Opportunities Through Shorthand." *Business Education Forum* 29:4-5; April 1975.

(3) have students take shorthand notes while talking with a legal secretary or a lawyer about opportunities and requirements for legal secretaries; and (4) give students experience with dictation and transcription from simple legal documents.

Secretarial. Forte and Goodfriend discuss the implementation of career education in "specialized secretarial courses."[113] Noting four specialized training courses offered, they explain that "career-related activities are incorporated into these courses to correlate with and supplement the existing course outlines." Students are made aware of "requirements, duties, and opportunities for advancement in secretarial and related careers—such as management and marketing—through readings." In addition, students serve on committees which carry on investigations of career opportunities in the local area. Career reports develop job skills while familiarizing students with sources of career information. The development of a "career library," in a small anteroom or corner of a classroom, is suggested by Forte and Goodfriend as an effective way to provide periodicals, books, and pamphlets on specialized career areas, job interviews, and the preparation of résumés. The "ultimate goal" of the program is to develop a "continuing awareness on the part of the student of the opportunities available for growth and expansion in various business careers and to foster the understanding that career education is a lifelong continuing process."

Office procedures. Welter describes "one classroom activity that office procedures teachers can use to help students learn more about the requirements and benefits of various office careers."[114] The activity focuses in on the process that employers follow in seeking new employees and that job applicants go through in seeking employment. He suggests that a simulation approach be used and that "some activities that are traditionally taught in office procedures" be modified for this purpose. He suggests that the stage should be set by describing "a large, nationally known business organization" which will open a new office in the community. Employee needs are revealed, and the class is divided into two groups: employers and job applicants. One group prepares qualifications, descriptions, want ads, etc. Students in the other group prepare personal data sheets, read the want ads, select positions for which they wish to apply, write letters of application, participate in employment interviews, and write follow-up letters. The use of resources, such as the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook*, are suggested for use along with up-to-date textbooks and information gathered from local businesses. The simulation concludes with writing follow-up letters; a postsimulation discussion draws out further meaning from the exercise and helps to accomplish desired objectives for this project.

Marketing and distribution. Meiss sees an important contribution made by career education in terms of providing a "unifying" center for important learnings in distributive education as it relates to the broader area of vocational education.[115] He notes a need for "more specialized vocational education" due to "increased technology and economic complexity." Among those things which Meiss sees happening as a result of the career education thrust

[113]Forte, Enis, and Goodfriend, Audrey. "Career Education, Its Implementation in Specialized Secretarial Courses." *Journal of Business Education*. April 1977. pp. 310-11.

[114]Welter, Clyde. "A Career Education Activity for Office Procedures." *Business Education Forum* 29:8-10; April 1975.

[115]Meiss, Jack L. "Career Education—Implications for Distributive Education." *Business Education Forum* 29:24; October 1974.

are: (1) redefinition of missions and goals; (2) revision of teacher preparation programs; (3) modification of existing distributive education programs to cause them to become more flexible in operation and more adaptable to change; and (4) the development of "extensive placement services" for distributive education graduates.

Data processing. Wagner asks three questions concerning the importance of data processing in career education and follows with the observation that one could rightfully conclude that "no educational program could be assumed to be complete without data processing because of the vast number of employment opportunities that are computer related."[116] He then states that while that conclusion is subject to challenge, a careers approach to data processing is important in career education. Wagner sees the basic instructional program as emphasizing objectives which will acquaint students with "terminology of automation," "cultural and social impact of computers and automation," and "kinds of job openings and qualifications to fill them." Data processing courses, subject to "lip service" more than action, should be offered in spite of some of the objections typically set forth. Wagner notes that teachers who have taken a computer science course should be able to teach the basic course he describes.

Brooks reviews "implications for data processing" growing out of the career education movement.[117] He notes that the career preparation stage provides a business curriculum that is primarily subject-centered. He suggests the appropriateness of a minicourse in data processing at the tenth-grade level with infusion of data processing concepts and terminology in many of the business education courses. Although there is a need for postsecondary training to qualify for "higher level positions in data processing," he proposes that "the high school should provide students with entry-level skills in lower-level positions" and provide background necessary for advanced study in higher-level positions. The "fourth stage" of the preparation program, a "specialization stage" at a level of preparation, should be conducted in an "area school, technical institute, community college, or four-year college or university" as presented by Wagner.

Other. Butler discusses using "applied change technology" to enhance career delivery systems.[118] He notes that "early efforts to implement career education delivery systems" were effective but the "dynamics of these efforts have not been documented fully enough to enable others to benefit from the experiences." Since career education demands some changes be made in our basic approach to courses and programs, Butler suggests a variety of publications and materials that can help to implement change and assist local personnel who become change agents. Becoming familiar with programs that have become operational and the development of a community "educational codicil" are among the activities Butler suggests as being valuable in implementing change.

Ristau and Lambrecht note that change is rapid and is "a prominent characteristic of the society in which we live."[119] Changes reflected in business

[116]Wagner, Gerald E. "Career Education Via Data Processing." *Balance Sheet*. February 1975. pp. 196-99.

[117]Brooks, Lloyd D. "Career Education—Implications for Data Processing." *Business Education Forum* 27:54-55; May 1973.

[118]Butler, Roy L. "Using Applied Change Technology To Enhance Career Delivery Systems." *Business Education World*. January-February 1975. p. 12.

[119]Ristau and Lambrecht, *op. cit.*

education classrooms include new equipment in data processing, dictation and transcription equipment that reflects modern business usage, and the use of "validated occupational task data" in developing preparation courses around identified competencies. They note that the career education movement is having a continuing effect on the development and modification of curricula in business education.

The Teacher's Role

The teacher's role in career preparation is indeed a significant one. Since the career-preparation *capstone* course is provided at the point closest to the entrance of the student into the labor market, it is vital that that instruction be current and relevant to modern business and office practices. The teacher, therefore, must be up to date in his or her knowledge of the business office of today and tomorrow; and the instructional program must be seen by students as being relevant and practical. Traditional teaching which emphasizes job skills and procedures is further enhanced by the entrance of students into career preparation programs after they have been given opportunities to explore the careers for which they now want to prepare. The development of human relations skills is important as part of the preparation effort.

Much can be done by the teacher of business education to reinforce basic and fundamental learnings that are essential to job performance and job success. The development of skills of a sufficiently high level to permit good job performance enhances both job satisfactoriness and job satisfaction. Since career education causes us to look at the whole individual—and to be concerned with satisfied and well adjusted workers as well as satisfied employers —the career preparation course takes on a new dimension of concern without eroding the basic skills and knowledge presented.

Career education—especially the preparation phase—challenges teachers to be alert and professional in keeping up with change that is occurring in the world of business. Teachers of career education should learn with their students and convey to them a desire to continue the search for knowledge about an ever-changing world of business and the career opportunities it holds for prepared individuals.

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Evaluating Career Education

Career education is important enough to be evaluated; courses, activities, and programs should be reviewed for their effectiveness with subsequent action taken by appropriate individuals. That is the essence of evaluation.

The purpose of the evaluation, whenever and wherever it is conducted, should be that of seeking to improve and strengthen the program with an emphasis on benefits derived by individual students and the community as a whole. Budke states that "the primary purpose of an evaluation is to improve teaching and learning" and suggests that it be "guided by objectives" set for the program.[120] "The provision of information to decision makers has been a central concept in evaluation theory."[121]

Career education should be evaluated at several levels: at the course or activity level and at the departmental, school, and district levels. The method of evaluation to be employed as well as the persons to be involved in conducting and reporting the evaluation results, will depend in large measure on the nature of the evaluation, the intended use of the results, and for whom the evaluation is being conducted.

Based on considerable experience with evaluation while employed by a state education agency and by a university research center, it is the conviction of this author that evaluations—when, where, and by whomever conducted—must be open in nature regarding the purpose, approach, and anticipated use of the evaluation report. Threats to job or personal security need to be negated through communication and involvement, and if change is to be accomplished, persons involved at the operational levels—classroom, building, etc.—need to be aware of what is being done and should be informed of results of the evaluation. Byrnside states that "threats to security" occur due to "a lack of understanding" and represent an obstacle to be negated in evaluations.[122]

Approaches to Evaluation

Approaches to evaluation should be systematic and well described. An evaluation that is constructed superficially and carried out in a careless and/or uncontrolled manner will produce results that are frivolous and potentially harmful. Budke refers to six precepts identified by N.L. McCaslin as precepts which are practical; they include the following: (1) deal with realistic objectives which are accepted generally by the program staff; (2) establish a sound basis for measuring objectives; (3) collect information that reflects the

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[120]Budke, Wesley E. "Evaluating Career Education Programs." *Business Education World*. March-April 1975. p. 15.

[121]Alkin, Marvin C. "Forward." *Evaluation and Decision Making: The Title VII Experience*. CSE Monograph Series in Evaluation. Los Angeles: Center for the Study of Evaluation, University of California, 1974. p. xi.

[122]Byrnside, O. J., Jr. "Principles for Evaluation of Business and Office Education." *Criteria for Evaluating Business and Office Education*. Seventh Yearbook. Washington, D.C.: National Business Education Association, 1969. Chapter 1. pp. 12-13.

original purpose of the evaluation; (4) involve all personnel interested in and affected by the program; and (5) report results clearly.[123]

At least three basic questions emerge when considering the approach to any evaluation: "Who should conduct it?" "When should it be done?" and "For whom (what purpose) is the evaluation being conducted?" Only brief answers can be provided to these questions here; additional study and discussion will be necessary for those undertaking the actual evaluation.

Who? It is generally desirable for those who participate in career education programs and those who have supervisory and administrative responsibilities to become involved with some type of evaluation effort. Teachers who have responsibilities for classroom and related activities, for instance, should be encouraged to obtain objective and systematic feedback from students, employers, and parents regarding perceptions of what is being done and its effectiveness. Since students are the primary beneficiaries of career education efforts, it is essential that data be secured from and about them.

Supervisors and administrators, depending upon their expertise and relative positions in the organizational hierarchy, should conduct broader program evaluations which obtain objective and systematic feedback and analysis from key individuals and groups. The use of third parties to do this level of evaluation is often considered desirable, and programmatic grants from various funding agencies often call for third parties to undertake this effort. Whoever conducts the evaluation at this level should be skilled in obtaining *and reporting* the data essential for subsequent decisions.

When? Timeliness of the evaluation is obviously important—yet evaluations are at times conducted "out of phase" with a time cycle that permits the most effective use of results. The evaluation must be conducted at a time when the data—often dependent on the availability of people—can be obtained most efficiently; the final report should be presented within a time frame that will permit the desired action to be taken on the report. It is the recommendation of this author that the first step in planning the time for the evaluation should be that of determining when the final report must be in hand—other dates should be determined subsequently using a PERT-type approach.

Basic to the question of "when?" is the type of evaluation best suited for the situation. Both formative and summative evaluations need to be considered; only a brief comment will be made here on each of these types.

Formative evaluations seek to improve a process or program before it reaches its "final" stage of development.[124] A formative evaluation is made at that point in time when the activity, course, and program is in the process of being implemented. Its purpose is to help "form" the activity, course, or program—to give insight into its effectiveness while developmental work is still going on. Formative evaluation should significantly enhance the final design and operation of the function being evaluated.

Summative evaluations are made when the activity, course, or program has been shaped into its desired form and is in operation long enough to measure its effectiveness.[125] Summative evaluation occurs at a point in time when

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[123] Budke, *op. cit.*

[124] Phi Delta Kappa National Study Committee on Evaluation. *Educational Evaluation and Decision-Making*. Bloomington, Ind.: Phi Delta Kappa, Inc., 1971. p. 353.

[125] *Ibid.*, p. 355.

a sufficient amount of operational data is available to permit an objective and comprehensive look at what has been done and what has been accomplished. This type of evaluation will help determine whether or not to continue with a given activity, course, or program and whether to revise, discontinue, or replace the operation evaluated.

The decision as to when an evaluation should occur ought to be a positive one with the objective of improving and strengthening the operation. Evaluations to solve "crisis" situations should be avoided. Periodic evaluations, at three to five-year intervals, should be part of the design of career education programs. Bonnet stresses the need for longitudinal evaluation studies.[126]

For whom? Career education evaluations may be conducted for use by a wide range of persons: classroom teachers, subject-area supervisors, career education directors, building principals, school boards, advisory committees, and others who have key decision-making or influencing roles in the school or school district. It is important in designing the evaluation and in conducting it that steps be taken to help assure that the ultimate user of the evaluation data and reports is presented with the kind of information that is desired and which helps meet established needs. Bonnet suggests that the evaluation design "directly related to the project's stated objectives" be established early in the project's development.[127] It is essential that needs of the ultimate user(s) of the evaluation findings and recommendations be given serious consideration as part of the evaluation planning process. Getting the right kind of information to the right individuals or groups at the right time is a vital part of effective evaluations.

The CIPP Model

Although there are many models for evaluation available to those who wish to study designs for evaluation which are deserving of consideration by would-be evaluators, it is the conviction of this author that the CIPP (Context-Input-Process-Product) Model presents one of the most effective and honest evaluation processes for career education.[128] The CIPP Model helps assure pervasiveness in the evaluation and thereby helps to avoid looking narrowly at only partial factors in examining program operations and effectiveness.

Generally there are a number of factors that have a bearing on the operation of a career education program. Budke reminds us that "career education goes beyond the textbook and classroom."[129] In applying the procedures and principles of the CIPP approach to evaluation, each of the following factors is taken into consideration: (1) context—that is, the overall situation in which the program operates, including attitudes of significant persons, budget strengths and limitations, and the "climate" for or against program success; (2) input—that is, the factors or forces that go into the program operation, in-

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[126] Bonnet, Deborah. (Project Director). *A Synthesis of Results and Programmatic Recommendations Emerging from Career Education Evaluations in 1975-76.* Department of Health, Education, and Welfare, Project Grant #G007604329. Washington, D.C.: U.S. Government Printing Office, 1978. p. 83.

[127] *Ibid.*

[128] Calhoun, Calfrey C., and Finch, Alton V. *Vocational and Career Education: Concepts and Operations.* Belmont, Calif.: Wadsworth Publishing Co., 1976. pp. 413-15.

[129] Budke, *op. cit.*

cluding the nature and abilities of students who enter the program; (3) process—that is, that which takes place in terms of courses offered, instructional strategies, and curricular patterns; and (4) product—that is, the end result or accomplishment of the course or program, including the job or school placement of students who leave the program and reports from employers (or officials of higher education institutions) regarding the effectiveness of participation by former students.

Although the ultimate construct of the CIPP model—and the use of implementation components—is somewhat sophisticated and requires a good deal of expertise to engage in it appropriately, there are many spin-offs from a study of the model. Modified CIPP approaches to a given evaluation can be beneficial to career education evaluators. Since career education activities, courses, and programs do not operate in a vacuum but are an integral part of a large whole, it is important that the evaluation consider the totality of factors and forces which affect what is done and accomplished.

Examples of Evaluation Results

Many of the evaluations that are conducted for educational programs and institutions are done exclusively for the benefit of the program or institution; therefore, the results of many evaluations are not available for public consumption. On the other hand, there are a good number of evaluation results which are reported from time to time in various journals, periodicals, and other publications. A few of those which have been reported regarding career education, and which illustrate a variety of evaluation approaches, will be discussed here briefly.

An evaluation undertaken by the Behavioral Research Associates of Tucson, Arizona, in 1973–74 was reported in a conference on career education. In one aspect of that evaluation, activities common to career education programs, including field trips, guest speakers, and films and tapes, were evaluated in terms of "substantiated gains" made by students as the result of their involvement in those activities. The evaluation process involved 6,000 students in two projects in Arizona.

Field trips were found to have a very positive influence on students at the elementary and intermediate levels but a slightly negative influence on students at the high school level. Guest speakers had a negative influence at the elementary-intermediate levels but a very positive influence at the high school level. Films and tapes had a very positive influence at the elementary-intermediate levels and a slightly negative influence at the high school level. Teachers, supervisors, and administrators who seek to employ and/or support the most effective activities in career education programs are aided by these kinds of results.

In another dimension of the Behavioral Research Associates' evaluation, students who were "exposed to career education" and those students who had "minimal or no exposure to career education" were compared with respect to knowledge levels regarding the world of work and nine career clusters. A tabular presentation of results shows that students exposed to career education scored from 12 percent to 20 percent better than their counterparts on measures relating to "knowledge of job elements," "knowledge of personal satisfaction and success factors," "knowledge of decision-making skills," and

"knowledge of factors operating within the free enterprise system." Students' knowledge regarding nine career clusters generally was significantly higher for those students who had been exposed to career education. Again, those persons responsible for career education program operations find these kinds of objective data to be helpful in arriving at critical decisions regarding present and future program operations.

McLean examined the relative effectiveness of three approaches to providing career preparation programs in the office education area of business education.[130] His approach involved the use of measurement instruments which relate to satisfaction and satisfactoriness of employees following their completion of a prescribed program and their attainment of a related job. His evaluation concluded that each of the three methods of providing office education career preparation—a traditional office procedures class, an office-block-type class, and a program utilizing cooperative education—produced desired levels of both job satisfaction as reported by the employee and job satisfactoriness as reported by the employer. This evaluation, although it focuses on the product of the program, establishes a case for using any one of three processes in career preparation with assurance that the desired outcomes can be forthcoming.

Evaluations Synthesized

The U.S. Office of Career Education funded an ambitious project which encompassed the evaluations of 108 K-12 career education programs.[131] The report of that project deals with over 500 student outcome studies and provides some interesting and useful information. The following paragraphs summarize some of the findings and recommendations included in that report. In all cases, conclusions were based on a comparison of career education and noncareer education student groups.[132]

Career education programs enhance students' academic growth rather than hampering academic development as some critics have suggested.[133] The strongest impact of career education was noted in reading, writing, speaking, and listening.

The career education goal of "fostering a desire to work" was attained in several career education projects.[134] The studies also note that the influencing of attitudes was the most successful with younger students.

Decision-making skills reportedly were enhanced through career education in 70 out of 100 studies.[135] Although there is some question as to the extent to which maturation alone affected the decision-making gains of the students, Bonnet concludes that there is "good reason to believe that career education can strengthen the career-decision-making skills of students." The impact on decision making was most noteworthy at the junior high (grades

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[130] McLean, G. N. *The Effectiveness of Model Office, Cooperative Office Education, and Office Procedures Courses Based on Employer Satisfaction and Satisfactoriness Eighteen Months After Graduation.* Department of Health, Education, and Welfare, Project #4-552, Grant #NIE-G-74-0089. Washington, D.C.: U.S. Government Printing Office, 1975.

[131] Bonnet, *op. cit.*

[132] *Ibid.*, pp. 4-5.

[133] *Ibid.*, pp. 18-19.

[134] *Ibid.*, pp. 25-27.

[135] *Ibid.*, pp. 29-30.

7-9) level, although gains were noted at the senior high and elementary levels as well.

With respect to "job specific occupational skills," it is pointed out that this goal is a highly individualized one and problems involved with measuring and comparing attainment with respect to this goal were too pervasive to be accomplished.[136] Nevertheless, "a number of programs . . . reported increased demand or expanded enrollment in vocational programs since career education was introduced to the district."

With regard to students being able to deal with "changing career options —of societal and personal constraints impinging on career alternatives," the report notes that "evaluation results are sparse but very encouraging."[137]

Using the Results of Evaluation

The need for evaluations which are well done and which provide important data seems to be well established. Hoyt notes that "career education is now probably the most extensively evaluated of U.S. educational movements."[138] The emphasis which is being placed on student outcomes in evaluations of career education is a proper one.

The way in which results are disseminated *and used* is as important as the design, conduct, and report of the evaluation. Whether the evaluation is conducted in the formative or summative mode, it is essential that results and programmatic impacts are taken seriously and given consideration by the appropriate individuals. Huffman and Ristau delineate roles for business education administrators in facilitating the development of career education programs in business education; they note that "leadership provided . . . should relate to the total program of career education."[139] Evaluation results, such as those referred to in this monograph, should be used by education leaders in giving direction to program establishment and development. An important recommendation by Bonnet is that a "basic message appears clear—plan well and build slowly."[140]

Among the important users of the results of evaluation is the business education classroom teacher. Teachers need to be sensitive to the results of evaluation and should strive to modify or change their own practices to help effect the most advantageous teaching-learning strategies. Bonnet concludes that a "continued updating of content and activities should be a major consideration" in career education programs; needless to say, the role of the teacher in this regard is an essential one.[141]

One of the valid uses of evaluation results is with respect to the development of materials to be used in career education programs. While most commercially developed materials go through either a formal field-test process or through a somewhat elaborate screening process involving authors and editors with expertise in their areas of specialty, commercial publishers and

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[136] *Ibid.*, p. 34.

[137] *Ibid.*, p. 55.

[138] *Ibid.*, Preface.

[139] Huffman and Ristau, *op. cit.*, pp. 51-52.

[140] Bonnet, *op. cit.*, p. 76.

[141] *Ibid.*, p. 82.

the authors of their materials need to be aware of evaluation studies and results. Locally developed materials, whether done in a workshop format or done independently by a highly motivated teacher, must reflect what evaluation and research tell us about the development of materials; the task of developing instructional materials which are fundamentally sound and effective often is taken too lightly. Evaluations have given us some specific advice with respect to materials development, including the following: "more learning activities" should be "related to present day student interests," "extraneous materials" should be "deleted from units on a regular basis," and "feedback information from teachers and guidance counselors should be incorporated in the continual revision of units."[142]

Summary of the Business Education Teacher's Role in Program Evaluation

Since the role of teachers in the implementation of career education delivery systems is one of pivotal importance, it is essential that the role of business teachers regarding evaluations be well understood. It appears evident to this author that business teachers need to (1) be sensitive to the need for evaluation, (2) understand designs and approaches to evaluation, (3) conduct their own evaluations of activities and programs for which they are responsible, (4) participate intelligently and effectively in evaluations being conducted by others, and (5) study the results of evaluations and use those which apply to them and their students. Business education teachers, along with other teachers and participants in career education programs, should become intelligent consumers of evaluation results.

[142] *Ibid.*